



## Accountability

Education Commission of the States • 700 Broadway, Suite 810 • Denver, CO 80203-3442 • 303.299.3600 • Fax: 303.296.8332 • www.ecs.org

### HIGH SCHOOL-LEVEL ACCOUNTABILITY

By Melodye Bush  
December 2008

Accountability refers to the systematic collection, analysis and use of information to hold schools, educators and others responsible for student performance. Standards-based accountability refers to collecting and reporting information based on student progress on achieving established standards.

To determine the quality of schools, states select one set of indicators—typically measures of gains in student achievement or elements perceived to influence those gains. For reporting to the public, most states select a broader (and/or sometimes different) set of indicators. The “indicators used for reporting” provide parents and the community with a richer picture of school performance, but they are not the basis for determining school quality. For this *StateNote*’s purposes, these indicators are reflected as an “s,” or “secondary.” Only the core “indicators/measures of quality” are used to determine performance and these are considered “primary” or “p.”

Primary and secondary labels are assigned to state policies establishing particular measures (or indicators). In addition, this *StateNote* compares how states notify and provide support to schools, sanctions and rewards. Policies relate to high school-level (not district-level) accountability.

No Child Left Behind (NCLB) requires states to prepare and disseminate an annual state report card. The state agency is to ensure each local school district collects appropriate data and includes this data at the district level and for each school in its annual report card. Information to be reported includes:

- Aggregated achievement information on state assessments in reading/language arts and mathematics
- Disaggregated student group (race/ethnicity, disability, socioeconomic level, gender, migrant status, Limited English Proficient) achievement data on statewide assessments
- Most recent two-year trend data reported by subject area and grade level in areas where assessments are required
- Comparison data between actual achievement levels of each group of students to annual student achievement goals
- Aggregated information on state indicators used to determine adequate yearly program (AYP)
- Performance of students not tested, disaggregated by student subgroups listed above
- High school graduation rates, one elementary school indicator and one middle school indicator
- Performance of local education agencies (LEAs) towards making AYP, including identifying numbers, names and percentages of schools in need of improvement
- Data on teacher qualifications, including number of teachers with emergency certification and percentage of classes not taught by “highly qualified” teachers.

Because NCLB requires these same measures to be used in public reports in every state, they are not included here. Subgroup comparisons of assessment data occur in most states as part of NCLB requirements. They are, however, federal instead of state mandate. Only state-mandated indicators/measures used for reporting are included in this *StateNote*. All data is current as of October 31, 2008.

### Performance Indicators

#### Summary Tables Fifty States, District of Columbia and U.S. Territories

#### Legend:

p = Primary indicator used to determine school or district performance.

s = Secondary indicator (reporting purpose only) used to better inform the about the performance of its schools.

p/s= Used for both determination of school performance and for public reporting.

Participation rate = Number of students who participated in the statewide assessment

**Primary and Secondary Indicators**

	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL
<b>Student Indicators:</b>														
Advanced placement course access					s									
AP course participation														
Assessment scores/achievement	p/s	p	p	p	p	p	p/s	p	p	p/s	p	p	p	p
ACT and/or SAT scores				s	s	p	s				p		p	s
Attendance rates/truancy	p/s	p			p						p			p
Discipline/safety	p/s	s	s	s	s	s	s					s	s	
Dropout rate	p/s		p		s	s	p				p	p	p	
Number of English language learners/special needs			p				p/s							
Expulsion/suspension rate					s									p
Graduation/completion rate	p/s	p/s	p	p	p	p	p	p	p	p/s	p	p	p	p
Mobility rate														p
Participation in career technical programs					s									
Participation rate									p					
Percent achieving proficiency		s						s						s
Percent passing graduation exam		s			s						p			
Percent not tested		s						s						
Postsecondary remediation rate				s										
Promotion/retention rates							p/s							p
Special education enrollment							p/s							
Student/administrator ratio														s
Student/teacher ratio											s			s
Transition to postsecondary education	p/s				s									
Student/school improvement in academic performance		s		s		p				p		s	s	
<b>Professional Staff Indicators:</b>														
Attendance														
Diversity						s								
Evaluation													s	
Experience								s						
Leadership													s	
Preparation/Certification													s	
Salary levels				s										
Professional/staff development					s	s								
Qualifications		s										s		
Working in area of certification					s									
<b>Program Indicators:</b>														
Business/industry partnerships		s												
Graduate follow-up data							p							
School accreditation status		s										s		
Supplemental instruction services							p/s							
Parent and/or community involvement		s	s		s			s				s	s	s
Parent satisfaction														
Expenditures and use of resources	s		s	s	s	s		s			s		s	s
Report to taxpayers	s	s	s	s	s	s	s	s	s	s	s	s	s	s

**Primary and Secondary Indicators**

	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT	NE
<b>Student Indicators:</b>														
Advanced placement course access										p				
AP course participation	p													
Assessment scores/achievement	p	p/s	p	s	s	s	s	p	s	p/s	s		p	
ACT and/or SAT scores												s		s
Attendance rates/truancy		p	p	p/s			p	p/s		p	s	s		
Discipline/safety				s						p/s				
Dropout rate	s	p		s	p						s	s	p	
Number of English language learners/special needs														
Expulsion/suspension rate	s													
Graduation/completion rate	p	p	p	p		p	p	p/s	p	p	p	p	p	p
Mobility rate														
Participation in career technical programs														
Participation rate					p	p		s	p	p	p	p	p	p
Percent achieving proficiency														
Percent passing graduation exam														
Percent not tested														
Postsecondary remediation rate														
Promotion/retention rates	s			s					s					
Special education enrollment														
Student/administrator ratio														
Student/teacher ratio														
Transition to postsecondary education		p										s		
Student/school improvement in academic performance		s	s		s				s		s			
<b>Professional Staff Indicators:</b>														
Attendance														
Diversity										x				
Evaluation														
Experience												x		
Leadership														
Preparation/Certification												x		
Salary levels														
Professional/staff development														
Qualifications			p			s								
Working in area of certification														
<b>Program Indicators:</b>														
Business/industry partnerships														
Graduate follow-up data														
School accreditation status			s						s					
Supplemental instruction services														
Parent and/or community involvement				s					s					
Parent satisfaction										p				
Expenditures and use of resources	s	s												
Report to taxpayers	s	s	s	s	s	s	s	s	s	p	s	s	s	s

**Primary and Secondary Indicators**

	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC
<b>Student Indicators:</b>													
Advanced placement course access													
AP course participation		s	s				s		p				
Assessment scores/achievement		s				s		s	p				
ACT and/or SAT scores			s						p				
Attendance rates/truancy	p	s	s				s		p		s	p	s
Discipline/safety	s	p								s			
Dropout rate	p/s	p/s	p/s						p	s	s		
Number of English language learners/special needs			s						s				
Expulsion/suspension rate		s										s	
Graduation/completion rate	p	p/s	p/s	p/s	p/s	p	p/s	p/s	p/s	p	p/s	p	p
Mobility rate													
Participation in career technical programs													
Participation rate	p	p	p	p	p	p	p	p/s		p	p	p	p
Percent achieving proficiency										s			
Percent passing graduation exam													s
Percent not tested													
Postsecondary remediation rate	s							s	p				
Promotion/retention rates													
Special education enrollment													
Student/administrator ratio													
Student/teacher ratio													s
Transition to postsecondary education		s	s										
Student/school improvement in academic performance			s										
<b>Professional Staff Indicators:</b>													
Attendance	p											s	s
Diversity										s			
Evaluation													
Experience													
Leadership													
Preparation/Certification											s		
Salary levels													
Professional/staff development	s		s										
Qualifications		s									s	s	
Working in area of certification													
<b>Program Indicators:</b>													
Business/industry partnerships													
Graduate follow-up data											s		
School accreditation status													
Supplemental instruction services												s	
Parent and/or community involvement										s		s	
Parent satisfaction												s	
Expenditures and use of resources										s			s
Report to taxpayers	s	s	s	s	s	s	s	s	s	s	s	s	s

**Primary and Secondary Indicators**

	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY		PR	VI
<b>Student Indicators:</b>													
Advanced placement course access													
AP course participation			p			s		s	p				
Assessment scores/achievement	s	s	p/s	s		s		p	p			p	p
ACT and/or SAT scores			p					s					
Attendance rates/truancy			p	s	s	s		s	p/s	s			p
Discipline/safety				s	s	s							
Dropout rate		s	p	s	s	s		p/s	p/s				p/s
Number of English language learners/special needs			p										
Expulsion/suspension rate													
Graduation/completion rate	p/s	p	p/s	p	p/s	p/s	p	p/s	p/s	p/s		p/s	s
Mobility				s									
Participation in career technical programs					s	s		s					s
Participation rate	p	p		p	p	p	p	p/s				p	
Percent achieving proficiency													
Percent passing graduation exam		s	p										
Percent not tested	s		p			s							
Postsecondary remediation rate													
Promotion/retention rates									p				
Special education enrollment			p										
Student/administrator ratio					s								
Student/teacher ratio			s	s	s								
Transition to postsecondary education			p		s				p				p/s
Student/school improvement in academic performance	s				s		s						
<b>Professional Staff Indicators:</b>													
Attendance													
Diversity													
Evaluation													
Experience													
Leadership													
Preparation/Certification													
Salary levels													
Professional/staff development													
Qualifications		s		s		s		s	s			s	
Working in area of certification						s							
<b>Program Indicators:</b>													
Business/industry partnerships													
Graduate follow-up data													
School accreditation status						s							
Supplemental instruction services													
Parent and/or community involvement				s									
Parent satisfaction													
Expenditures and use of resources		s	s	s	s			s					
Report to taxpayers	s	s	s	s	s	s	s	s	s	s			

In addition to these primary and secondary indicators, a few emerging indicators merit mentioning.

*Student Indicators:*

- The percent of students taking alternate assessments is being reported in Michigan, Ohio, Virginia and Wisconsin.
- Learning gains are tracked in Florida.
- Indiana and Virginia are reporting on the percent of students earning international baccalaureate diplomas.
- Michigan, Ohio, Virginia and Wisconsin collect and report data on the percent of students earning credit in dual enrollment.
- Student transitions from high school directly to careers and workforce readiness are of interest in California, Kentucky, Ohio, New Jersey, Tennessee, Vermont and Wisconsin.

*Program Indicators:*

- School climate is reported in Delaware, Hawaii and Idaho.
- Data on school facilities is required in California and Idaho.
- Career/technical program data is required in California and career counseling is required in Vermont.
- Arizona schools must report data on the instructional program and Oregon schools must report on alternative education programs.
- The social services available in schools are reported in Arizona, California, Idaho and Vermont.

## State Notification and Support Policies

Once the data related to the specific performance indicators have been collected, submitted to and reviewed by staff, the majority of the state education agencies are required to provide notice to schools falling below expectations. Under the No Child Left Behind Act, agencies are required to have a plan in place for assisting schools that have been designated as low-performing schools.

### Highlights:

- Thirty-three states require written warning be provided to low-performing schools. Typically, such notice indicates the areas where improvement is required and describes sanctions the school will face if improvements are not made.
- The majority of the states—44 states and the District of Columbia—do not provide additional funding to low-performing schools.
- Forty-four states require a low-performing school to create and implement an initial improvement plan.
- If a school continues to be low-performing after the improvement plan has been initiated, 23 states require another entity to either create or assist in the creation of an improvement plan.

### State Notification and Support Policies Summary Table

#### Fifty States, District of Columbia and U.S. Territories

#### Legend:

y = yes	n=no	na=not available	u=unclear
---------	------	------------------	-----------

	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA
Is the state required to provide written warning?	y	y	y	y	y	y	u	y	n	n	n
Is the state or another entity required to provide technical assistance?	y	y	y	y	y	y	y	y	n	y	y
Is the state required to provide additional funding to a low-performing school?	n	n	n	y	y	n	y	n	n	n	n
Is the low-performing school required to create and implement an improvement plan?	y	y	y	y	y	n	y	y	n	y	n
Is another entity, such as the state, required to create an improvement plan for a low-performing school?	y	n	n	n	y	n	n	n	n	y	y

	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA
Is the state required to provide written warning?	u	n	n	y	n	y	y	y	y	y	y
Is the state or another entity required to provide technical assistance?	y	y	y	y	y	y	y	y	y	y	y
Is the state required to provide additional funding to a low-performing school?	n	n	n	n	n	n	n	n	n	n	n
Is the low-performing school required to create and implement an improvement plan?	y	n	y	n	y	y	y	y	y	y	y
Is another entity, such as the state, required to create an improvement plan for a low-performing school?	y	y	5th yr.	y	y	n	y	y	n	n	n

	MI	MN	MS	MO	MT	NE	NV	NH	NJ	NM	NY
Is the state required to provide written warning?	n	n	y	n	y	y	y	y	y	y	y
Is the state or another entity required to provide technical assistance?	y	y	y	y	y	y	y	y	y	y	y
Is the state required to provide additional funding to a low-performing school?	n	n	n	n	n	n	n	n	n	n	y
Is the low-performing school required to create and implement an improvement plan?	y	y	y	y	y	y	y	y	y	y	y
Is another entity, such as the state, required to create an improvement plan for a low-performing school?	y	n	y	n	n	n	n	n	n	y	n

	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX
Is the state required to provide written warning?	n	y	y	y	y	y	n	n	n	y	y
Is the state or another entity required to provide technical assistance?	y	y	y	y	y	y	y	y	y	y	y
Is the state required to provide additional funding to a low-performing school?	n	n	n	n	n	y	n	y	n	n	n
Is the low-performing school required to create and implement an improvement plan?	y	y	y	n	y	n	y	y	y	y	y
Is another entity, such as the state, required to create an improvement plan for a low-performing school?	n	n	n	y	n	y	n	y	n	n	n

	UT	VT	VA	WA	WV	WI	WY			PR	VI
Is the state required to provide written warning?	n	y	n	n	y	y	y			n	na
Is the state or another entity required to provide technical assistance?	y	y	y	y	y	y	y			y	na
Is the state required to provide additional funding to a low-performing school?	n	n	n	y	n	n	n			n	na
Is the low-performing school required to create and implement an improvement plan?	y	y	y	y	y	y	y			n	na
Is another entity, such as the state, required to create an improvement plan for a low-performing school?	n	n	n	n	y	y	y			y	na



## State Sanction Policies

Some of the thorniest requirements of NCLB concern the consequences for chronically low-performing schools. A particularly challenging provision requires that if a school fails to meet its state's adequate yearly progress (AYP) requirements for five consecutive years, the school's district must create a plan to restructure the school in one of the following ways:

- Reopen the school as a public charter school
- Replace all or most of the school staff (which may include the principal) who are relevant to the school's failure to make AYP
- 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
- Turn the operation of the school over to the state education agency, if permitted under state law and agreed to by the state
- Any other major restructuring of a school's governance arrangement.<sup>1</sup>

Two of the more controversial sanctions are state takeovers of schools and school districts, and reconstitution of schools. In a state takeover, the state legislature, the state board of education or a court charges the state department of education or another designated entity (such as the mayor) with managing a school district or a school. Generally speaking, a reconstitution involves creating a new philosophy, developing a new curriculum and hiring new staff at a low-performing school. Some states and school districts include other components within this approach as well, such as reducing teacher/student ratios in a low-performing school. State and school district officials often cite the following chronic problems as the basis for reconstitutions:

- Low attendance rates and graduation rates, and high dropout rates
- Poor performance on standardized tests, as well as a failure to show significant improvement in such performance
- Poor morale among school community members (e.g., discouraged staff, disgruntled parents and alienated students)
- Deteriorating school facilities.

Before a state or school district resorts to such a dramatic action, it usually notifies a poorly performing school of the need for improvement. After a given time period, if the school fails to improve its performance, the state or school district steps in and reconstitutes it. Displaced principals and teachers sometimes may reapply for their old jobs, but they and other candidates have to accept the new philosophy at the school in order to be hired.<sup>2</sup>

Highlights:

- Currently, policy in 18 states authorizes placing a school on probation.
- Twenty-two states have the authority to remove the accreditation of a school.
- Corrective actions increase in severity with the length of time the school has been low-performing. They start with developing a new improvement plan and move upward to school takeover and closure.
- Forty-three states have established policies to allow or require reconstitution of staff of a low-performing school.
- Eighteen states allow low-performing schools to be closed and reopened as public charter schools.
- Most state policies provide a succession of sanctions for academic problems, with takeovers as the ultimate intervention. Twenty-nine states are able to take over or require a take over of a low-performing school district. Twenty-three states are able to take over or require a takeover of a low-performing school.
- Contracting out the operation of an existing school is a significant decision that affects many in the district and the school's community. Currently, 32 states and the District of Columbia have this authority.
- Twenty-eight states authorize some other form of major restructuring.

---

<sup>1</sup> State Policies for School Restructuring, compiled by Todd Ziebarth, December 2004 for the Education Commission of the States.

<sup>2</sup> State Takeovers and Reconstitutions, updated March 2004, written by Todd Ziebarth as an ECS Policy Brief with funding by the Joyce Foundation.

# Sanctions for Low-Performing High Schools

## Summary Table

Fifty States, District of Columbia and U.S. Territories

**Legend:**

y = yes	n=no	na=not available	u=unclear
---------	------	------------------	-----------

Sanctions for Low-Performing High Schools	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA
Does the state have the authority to place a school on probation?	n	n	n	y	n	n	n	n	n	y	n
Does the state have the authority to remove a low-performing school's accreditation?	n	n	n	y	n	y	n	n	n	y	n
Does the state have the authority to reconstitute staff?	y	y	y	y	y	y	y	y	y	y	y
Does the state have the authority to reopen the school as a public charter school?	n	y	n	y	y	y	y	y	y	n	y
Does the state have the authority to take over the school?	y	y	y	y	n	n	n	y	n	n	y
Does the state have the authority to take over a school district?	y	y	n	y	y	n	y	y	n	n	n
Does the state have the authority to contract with an outside entity to operate the school?	y	n	y	y	y	y	y	y	y	y	y
Can the state require some other major restructuring?	y	n	n	y	n	n	y	y	n	y	y

Sanctions for Low-Performing High Schools	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA
Does the state have the authority to place a school on probation?	y	n	y	n	y	y	n	y	n	y	y
Does the state have the authority to remove a low-performing school's accreditation?	n	n	y	n	y	y	n	y	y	y	y
Does the state have the authority to reconstitute staff?	y	y	y	n	n	y	n	y	y	y	y
Does the state have the authority to reopen the school as a public charter school?	y	y	y	n	n	n	n	y	n	y	n
Does the state have the authority to take over the school?	n	y	y	y	n	n	n	y	n	y	n
Does the state have the authority to take over a school district?	n	y	y	n	y	n	y	n	y	y	y
Does the state have the authority to contract with an outside entity to operate the school?	y	y	y	y	n	n	n	y	n	y	y
Can the state require some other major restructuring?	y	n	y	y	y	y	y	y	n	y	y

Sanctions for Low-Performing High Schools	MI	MN	MS	MO	MT	NE	NV	NH	NJ	NM	NY
Does the state have the authority to place a school on probation?	n	n	y	y	y	y	y	n	n	y	y
Does the state have the authority to remove a low-performing school's accreditation?	y	n	y	y	y	y	n	n	y	y	y
Does the state have the authority to reconstitute staff?	y	n	y	y	y	n	y	y	y	y	y
Does the state have the authority to reopen the school as a public charter school?	n	n	n	n	n	n	n	n	n	y	y

<b>Sanctions for Low-Performing High Schools</b>	<b>MI</b>	<b>MN</b>	<b>MS</b>	<b>MO</b>	<b>MT</b>	<b>NE</b>	<b>NV</b>	<b>NH</b>	<b>NJ</b>	<b>NM</b>	<b>NY</b>
Does the state have the authority to take over the school?	y	n	n	n	n	n	y	n	n	y	y
Does the state have the authority to take over a school district?	y	n	y	y	n	n	y	n	y	y	y
Does the state have the authority to contract with an outside entity to operate the school?	y	n	y	y	n	n	u	y	y	y	y
Can the state require some other major restructuring?	y	n	n	n	n	n	y	n	n	n	y

<b>Sanctions for Low-Performing High Schools</b>	<b>NC</b>	<b>ND</b>	<b>OH</b>	<b>OK</b>	<b>OR</b>	<b>PA</b>	<b>RI</b>	<b>SC</b>	<b>SD</b>	<b>TN</b>	<b>TX</b>
Does the state have the authority to place a school on probation?	n	n	n	n	n	n	n	n	y	y	y
Does the state have the authority to remove a low-performing school's accreditation?	n	n	n	n	n	n	n	n	y	n	y
Does the state have the authority to reconstitute staff?	y	y	y	y	y	y	y	y	n	y	y
Does the state have the authority to reopen the school as a public charter school?	n	n	y	n	n	y	y	n	n	y	n
Does the state have the authority to take over the school?	n	n	y	y	n	n	y	y	n	y	y
Does the state have the authority to take over a school district?	y	n	y	y	n	y	y	y	n	y	y
Does the state have the authority to contract with an outside entity to operate the school?	y	n	y	y	y	n	y	y	n	y	n
Can the state require some other major restructuring?	y	y	y	y	n	n	y	n	n	y	y

<b>Sanctions for Low-Performing High Schools</b>	<b>UT</b>	<b>VT</b>	<b>VA</b>	<b>WA</b>	<b>WV</b>	<b>WI</b>	<b>WY</b>		<b>PR</b>	<b>VI</b>	
Does the state have the authority to place a school on probation?	n	n	n	n	n	n	n		n	na	
Does the state have the authority to remove a low-performing school's accreditation?	n	n	y	n	y	n	n		n	na	
Does the state have the authority to reconstitute staff?	n	y	y	n	y	y	y		n	na	
Does the state have the authority to reopen the school as a public charter school?	n	n	n	n	n	n	n		n	na	
Does the state have the authority to take over the school?	n	y	n	n	y	n	n		n	na	
Does the state have the authority to take over a school district?	n	n	n	n	n	y	y		n	na	
Does the state have the authority to contract with an outside entity to operate the school?	n	n	n	n	n	y	y		n	na	
Can the state require some other major restructuring?	n	y	y	n	y	n	n		n	na	

## The “Other” Option

The following table reflects how states define the option of “other major restructuring”.

State	What does the state mean by “other major restructuring”?
AL	State board can restructure the school board.
AR	After the fifth year of being designated as low-performing, the state may annex the school to another not in school improvement and/or take other such action as deemed necessary by the state department and the state board.
CT	The school can be required to restructure in terms of the grades included or the program offered.
DE	If the school fails to make adequate progress for six years, the district must implement a restructuring plan at the beginning of the school year following the creation of the plan.
FL	The state board may recommend one or more actions: If it is determined the causes of inadequate progress are related to policy or practice, it may provide additional resources, change practices and provide additional assistance; it may implement a plan that satisfactorily resolves the education equity problems in the school; it may contract for services of the school or reorganize the school at the end of the school year under a new school principal who is authorized to hire new staff and implement a plan addressing the inadequate progress; or take other appropriate action to improve the school's performance.
GA	After three consecutive years or more of a school being designated as low-performing, the state board may mandate a monitor, master or management team in the school (paid for by the district); continue the intensive plan that addresses each academic excellence indicator for which the school's performance is unacceptable (submitted to the state board for approval and implementation); or the state board can mandate a complete restructuring of the school's governance arrangement and internal organization of the school.
HI	After four years of not adequately meeting progress, the school must take corrective action in a manner that involves one or more of the following: 1) implementing a new curriculum; 2) appointing an outside expert as advisor; 3) extending the school day or year; or, 4) restructuring the school. After five years of not adequately meeting progress the only option is to restructure.
IL	For a school that remains on academic watch status after a fifth annual calculation, a revised School Improvement Plan must be approved by the school board and the state superintendent. In addition, the school district must develop a school restructuring plan for the school that must be approved by the school board and the state superintendent. If the school remains on academic watch for a sixth year, it must implement their approved school restructuring plan.
IN	If the school remains in the lowest category of school improvement in the fifth year, the local school board is allowed to: 1) merge the school with a nearby school that is in a higher category; 2) assign a special management team to operate all or part of the school; implement state department recommendations; and 4) implement other options, including closing the school or revising the school plan.
IA	If the deficiencies of the low-performing school are not corrected, the state board is to merge the territory of the school district with one or more contiguous school districts at the end of the school year.
KS	The state board may: 1) direct that the local board of education hire one or more designated persons to assist the school in making the changes necessary to improve student performance; 2) recommend to the legislature that it approve a reduction in state funding to the local district by the amount which shall be added to the local property tax imposed by the local board of education; 3) recommend other action as deemed appropriate.
KY	Both principals and teachers at low-performing schools are required to have a professional growth plan. If they fail to respond to the professional growth plan, the state commissioner of education may recommend to the local superintendent that they be dismissed or transferred.
LA	A statewide Recovery School District was created to operate any school which has been low-performing for four consecutive years. Such a school is removed from the jurisdiction of the district, where it is reorganized as needed and operated by the Recovery School District.
MD	The state superintendent may require any other major restructuring of the school's governance arrangement that makes fundamental reform, such as significant changes in the school's staffing and governance to improve academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.

State	What does the state mean by “other major restructuring”?
MA	If the school has failed to demonstrate significant improvement as dictated by the remedial plan it wrote and had the state board approve, the principal is replaced. The new principal has extraordinary powers, which include dismissal of any teacher or other employee assigned to the school without regard to established procedures or collective-bargaining agreements.
MI	The school may be required to align itself with an existing research-based school improvement model or establish an affiliation for providing assistance to the school with a college or university located in the state.
NV	The support team established for the school may take one or more of the following corrective actions: 1) develop and carry out a new curriculum at the school, including the provision of appropriate professional development relating to the new curriculum; 2) decrease the number of employees at the school who carry out managerial duties; or 3) extend the school year or the school day.
NY	If a school fails to meet the performance goals for five consecutive years, then a revised restructuring plan must be developed and approved by the commissioner of education. If it continues failing to meet the performance goals, it must implement the restructuring plan at the beginning of the school year following the creation of the plan.
NC	The state board is required to develop and implement a series of actions for providing assistance and intervention to schools designated as low-performing for at least three out of the last four years. These actions are to be the least intrusive actions that are consistent with the need to improve student achievement at each such school and are to be adapted to the unique characteristics and the effectiveness of other actions developed or implemented to improve student achievement at each school.
ND	North Dakota policy allows for other major restructuring but does not define the details.
OH	If a school fails to make adequate progress for five consecutive school years, its district must develop a plan during the next school year to improve the academic performance of the school. The plan must include the options of turning the operation of the school over to the state department of education and other significant restructuring of the school's governance. If the school continues failing to make progress for a sixth consecutive school year, the plan must be implemented.
OK	The state board must assign a team to provide guidance and assistance to the school site and district until the site is no longer declared to be low-performing or high challenge. Other means of intervention which may include, but are not limited to: 1) special funding; 2) transfer of students; 3) operation of the school by personnel employed by the state department; 4) mandatory annexation of all or part of the local school district; and 5) placing operation of the school with an institution of higher education.
RI	If, after a three year period of support, there has not been improvement in the education of students, then there are to be progressive levels of control by the department of elementary and secondary education over the school and/or district budget and/or program. This control by the department may be exercised in collaboration with the school and the municipality. If further needed, the school is to be reconstituted. Reconstitution responsibility is delegated to the board of regents and may range from restructuring the school's governance, budget, program, personnel, and/or may include decisions regarding the continued operation of the school.
TN	The commissioner of education is required to impose corrective actions on a school in its first year of probation for not meeting annual yearly progress. After two consecutive years on probation, the commissioner is authorized to assume any or all powers of governance of the school or system and recommend to the state board that both the local board of education and the superintendent be removed from office.
TX	Closure of the school.
VT	Policy allows the state commissioner of education to recommend to the state board one or more of the following actions with regard to a low-performing school: 1) continue technical assistance; 2) adjust supervisory union boundaries or responsibilities of the superintendency; 3) assume administrative control only to the extent necessary to correct deficiencies; and 4) close the school and require the school district pay tuition to another public school or an approved independent school.

State	What does the state mean by “other major restructuring”?
VA	<p>The school is subject to actions prescribed by the board of education and affirmed through a memorandum of understanding between the board of education and the local school board. The local school board must submit a corrective action plan to the board of education for its consideration in prescribing actions in the memorandum of understanding. The memorandum of understanding may include, but not be limited to: 1) undergoing an educational service delivery and management review with the content prescribed by the board of education; and 2) employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede education progress and effectiveness and academic success. An alternative to the memorandum of understanding would be the local school board choosing to reconstitute a school and apply for conditional accreditation. The local school board may also choose to combine the school with a higher performing school in the division.</p>
WV	<p>Intervention may include establishing instructional programs; taking such direct action as may be necessary to correct the impairments; declaring the position of principal as vacant and assigning a principal for the school who serves at the will and pleasure of, and under the sole supervision of, the state board.</p>

## State Reward Policies

As the focus on improvement in performance heightens, states have found rewards to be an effective mechanism for recognizing successful efforts. Rewards for schools and districts consist of monetary and non-monetary recognition. In some cases, the rewards are granted to the school. In other cases bonuses are provided to staff. Some rewards are based on absolute performance and others on improvement or growth.

### Highlights:

- Recognizing schools for increased achievement encourages schools faced with big challenges to stretch. Thirty-nine states currently reward high-performance and one state is developing a recognition program.
- Monetary awards can allow cash-strapped schools the freedom to make desired improvements. However, statewide recognition of hard work also is very important to struggling schools. Sixteen states offer both monetary and non-monetary rewards.
- School-level rewards allow the school to honor the efforts of everyone and promote a collaborative team spirit. Rewards to individual staff recognize individual effort and achievement. Schools are eligible to receive rewards in 33 states, while both schools and staff are eligible to receive rewards in four states.
- Only eight states allow the school reward to be used for staff bonuses.
- Basing rewards on absolute performance provides a real target for schools and teachers. Basing the reward on school improvement allows for recognition of gains in achievement. Ten states use improvement in achievement as the basis for rewards and 11 states base rewards on absolute performance. Eighteen states use both approaches.

### Legend:

y = yes	n=no	na=not available	u=unclear
m = monetary	nm=non-monetary	sc=school	st=staff
	si=school improvement	ap=absolute performance	

## Rewards

### Summary Tables Fifty States, District of Columbia and U.S. Territories

Rewards for High-Performing High Schools	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA
Does the state reward high-performing schools?	y	y	n	y	y	y	y	y	n	y	y
Are the school rewards monetary or non-monetary?	m nm	m	na	m nm	m nm	m nm	m nm	nm	na	m	m nm
Are reward recipients school and/or staff?	sc	sc	na	sc st	sc	sc	sc	sc	na	sc st	sc st
Can school rewards be used for staff bonuses?	n	na	n	y	n	y	n	na	na	y	y
Are school rewards based on absolute performance or school improvement?	si	ap si	na	ap si	ap si	ap si	ap	ap	na	ap si	ap si

Rewards for High-Performing High Schools	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA
Does the state reward high-performing schools?	y	y	y	y	n	y	y	y	y	y	y
Are the school rewards monetary or non-monetary?	nm	m nm	nm	m nm	na	nm	m	m	u	m nm	m
Are reward recipients school and/or staff?	sc	sc	sc	sc	na	sc	sc	sc	sc	sc	sc
Can school rewards be used for staff bonuses?	na	n	na	n	na	na	n	u	n	n	n
Are school rewards based on absolute performance or school improvement?	si	ap	ap si	ap	na	ap si	si	si	ap si	si	ap si

<b>Rewards for High-Performing High Schools</b>	<b>MI</b>	<b>MN</b>	<b>MS</b>	<b>MO</b>	<b>MT</b>	<b>NE</b>	<b>NV</b>	<b>NH</b>	<b>NJ</b>	<b>NM</b>	<b>NY</b>
Does the state reward high-performing schools?	n	n	y	y	n	n	y	n	y	y	y
Are the school rewards monetary or non-monetary?	na	na	m nm	m	na	na	nm	na	m nm	m	nm
Are reward recipients school and/or staff?	na	na	sc	sc	na	na	sc	na	sc	sc	sc
Can school rewards be used for staff bonuses?	na	na	n	n	na	na	na	na	n	n	na
Are school rewards based on absolute performance or school improvement?	na	na	ap si	si	na	ma	ap	na	ap	ap si	ap si

<b>Rewards for High-Performing High Schools</b>	<b>NC</b>	<b>ND</b>	<b>OH</b>	<b>OK</b>	<b>OR</b>	<b>PA</b>	<b>RI</b>	<b>SC</b>	<b>SD</b>	<b>TN</b>	<b>TX</b>
Does the state reward high-performing schools?	y	n	y	y	n	y	y	y	y	y	y
Are the school rewards monetary or non-monetary?	m	na	nm	m nm	na	m	nm	m nm	nm	m	m nm
Are reward recipients school and/or staff?	st	na	sc	sc	na	sc	sc	sc	sc	sc	sc
Can school rewards be used for staff bonuses?	y	na	na	n	na	y	na	n	na	y	sc st
Are school rewards based on absolute performance or school improvement?	si	na	ap	si	na	ap si	si	ap si	ap si	ap	y

<b>Rewards for High-Performing High Schools</b>	<b>UT</b>	<b>VT</b>	<b>VA</b>	<b>WA</b>	<b>WV</b>	<b>WI</b>	<b>WY</b>		<b>PR</b>	<b>VI</b>	
Does the state reward high-performing schools?	y	n	y	y	y	n	y		y	na	
Are the school rewards monetary or non-monetary?	nm	na	m nm	nm	nm	na	m nm		m nm	na	
Are reward recipients school and/or staff?	sc	na	sc	st	sc	na	sc		sc	na	
Can school rewards be used for staff bonuses?	na	na	n	na	na	na	n		n	na	
Are school rewards based on absolute performance or school improvement?	ap si	si	na	na	ap si	ap	ap		ap si	na	