

CONSEQUENCES FOR LOW-PERFORMING SCHOOLS
Elementary and Secondary Education Act 2001

All school districts in the state of Ohio receiving Title 1 funds must set a timeline and establish consequences for school and district performance relative to adequate yearly progress (AYP). The amount of yearly progress will be determined by the state department of education.

Corrective actions to be followed by schools and districts that fail to meet requirements for adequate yearly progress are as follows:

1. Schools that fail to meet AYP for two consecutive years must be identified as needing improvement. Technical assistance is to be provided and public school choice must be offered to their pupils by the next school year.
2. Schools that fail to meet the state AYP standard for three consecutive years must offer pupils from low-income families the opportunity to receive instruction from a supplemental services provider of their choice (plus corrective actions specified in No. 1 above).
3. Schools that fail to meet AYP for four consecutive years must take one or more of a specified series of “corrective actions”, including: replacing school staff, implementing a new curriculum, decreasing management authority at the school level, appointing an outside expert to advise the school, extending the school day or year, or changing the school’s internal organizational structure (plus corrective actions specified in No. 1 & 2 above.)
4. Schools that fail to meet AYP standards for five consecutive years must be “restructured”. Such restructuring must consist of one or more of the following actions: reopening as a charter school, replacing all or most school staff, state takeover of school operations or other “major restructuring” of school governance (plus corrective actions specified in No. 1-3 above).

For Fairfield City Schools, the decisions related to the implementation of the corrective actions as stated in ESEA 2001 will be determined annually by the superintendent, based upon yearly performance and enrollment of the district’s schools. The administrative team, curriculum personnel, the building staff, and parents will assist in the development and implementation for any low-performing school’s plan for improvement.

(Adoption date: December 19, 2002)