

States Progress Toward High School Restructuring

Introduction

As many Title I high schools approach their fifth year of failing to meet adequate yearly progress (AYP), many states and districts are struggling to navigate the new waters of school restructuring as required in such cases under the No Child Left Behind Act (NCLB) of 2001. The following brief outlines the provisions of the law related to restructuring and includes strategies that states and districts are undertaking to meet their obligations under the law, particularly at the high school level.

Background

The NCLB Act of 2001, the most recent reauthorization of the Elementary and Secondary Education Act, ushered in an era of increased accountability in K–12 schooling in the United States in order to improve student achievement. NCLB requires states to establish standards and annual proficiency targets known as adequate yearly progress to ensure all students' academic needs are being met. For those schools and districts not meeting AYP, NCLB prescribes assistance as well as sanctions. These sanctions increase in severity according to the number of consecutive years a school does not make AYP in the same subject.

Defining Restructuring

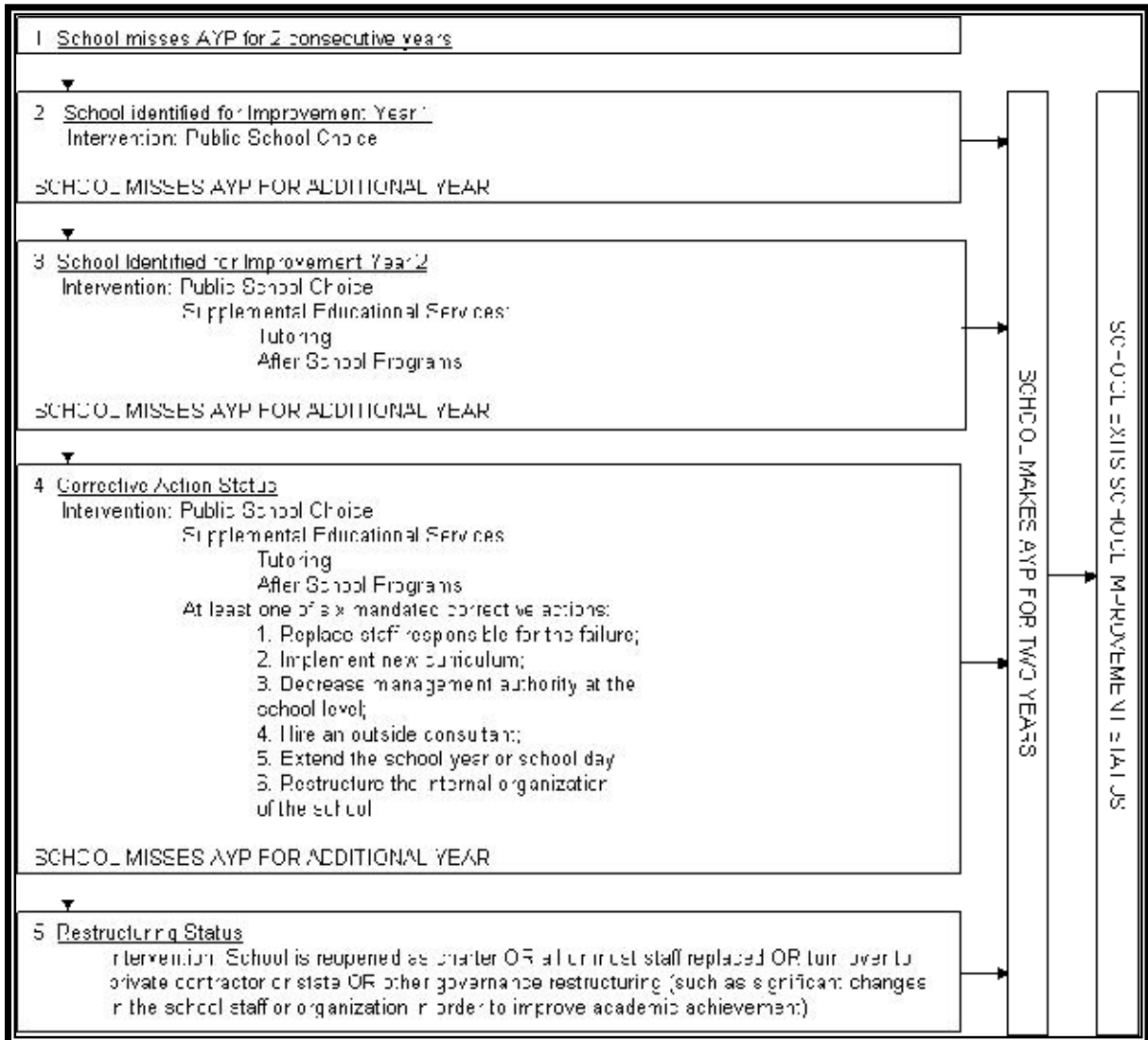
If a school misses AYP for a fifth consecutive year, the school district must initiate plans to fundamentally restructure the school and enters what is commonly referred to as “restructuring status.” The U.S. Department of Education (July 2006) describes restructuring as follows:

Generally speaking, under NCLB when a school is in restructuring status, the local education agency (LEA) must take intensive and far-reaching interventions to revamp completely the operation and governance of that school. Restructuring means a major reorganization of a school's governance structure arrangement by an LEA that:

- *Makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school;*
- *Has substantial promise to improve student academic achievement and enable the school to make AYP as defined by the state's accountability system; and*
- *Is consistent with state law.¹*

The following table provides details regarding the steps involved leading up to restructuring:

Table 1



The U.S. Department of Education's Non-Regulatory Guidance (July 2006) explains further that school restructuring is actually a two-step process.

Under the first step, the LEA must prepare a restructuring plan and make arrangements to implement the plan if a school does not meet its AYP targets after one full year of corrective action (fifth year of not making AYP). The second step occurs if, during the school year in which the LEA is developing the restructuring plan, the school does not make AYP for a sixth year. In this case, the LEA must implement the restructuring plan no later than the beginning of the following school year.ⁱⁱ

When a school is identified for restructuring, the LEA must promptly notify parents about what is being done to improve the school as well as how parents can be involved in the process. The restructuring plan development process must be open and collaborative. In addition to developing the restructuring plan, the LEA must also continue providing public school choice and supplemental educational services, as required in Year 1 and Year 2 of School Improvement status.

The restructuring plan must include one or more of the following options:

1. Reopen the school as a public charter school
2. Replace all or most of the school 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 private management company, with a proven record of effectiveness, to operate the public school
4. Turn over operation of the school to the state educational agency (SEA)ⁱⁱⁱ
5. Make any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance^{iv}

Districts are also subject to NCLB accountability provisions that differ somewhat from those applied to schools. After the first year of not making AYP for two consecutive years, the district is identified as *in need of improvement*. It must develop an improvement plan that addresses reasons for not making AYP, and it can no longer be a direct provider of supplemental education services (tutoring) to its students. If the district does not make AYP for another year, it implements the district improvement plan; by the end of the school year, the state must implement *corrective action*, which may include deferring program funds, instituting new curriculum, replacing district personnel, allowing students to attend school in another district, appointing new administrators, and abolishing or restructuring the district. Subsequent years of not making AYP mean further implementation of the corrective action.

Restructuring Across the Nation

States had identified 11,530 schools for improvement under NCLB in 2004–05; of those, 9,028 were Title I schools. Of all identified Title I schools, 12% (1,065 schools) were in restructuring status in 2004–05. The exact number of schools in restructuring varied greatly across states, with some states reporting none and others reporting more than 100. Only eight states had put non-Title I schools in restructuring status in 2004–05. Of the nation's approximately 18,000 high schools, 11% were identified for improvement in 2004–05.^v

However, very few Title I schools in restructuring status in 2004–05 reported experiencing any of the required intervention options. Instead, they reported taking actions that NCLB specifies for the “corrective action” stage of school improvement.^{vi}

Breakdown of Five Intervention Options and State Responses

The five options that NCLB presents for developing and implementing a restructuring plan have been the source of much discussion and debate over the past several years. Because it takes a school five years to enter restructuring status,^{vii} many states are just beginning to address the issue. Few studies have been done to determine what strategies states are using with schools in restructuring status or to determine the effectiveness of these strategies, leaving a weak research base to guide those attempting to make informed decisions about the options.

Although the language of the law places the burden of restructuring on the LEA, the ultimate responsibility for the outcome and what it means for student achievement rests with the state. States vary greatly in their responses to districts and schools in restructuring status—some are very involved, and some remain hands-off.^{viii}

A few states, such as Michigan, were among the first to track AYP under NCLB and, therefore, are among the first facing challenges related to restructuring. A number of organizations have documented the progress of these state efforts—including the Center for Education Policy (CEP) and the Center for Comprehensive School Reform and Improvement (CCSRI), who worked with Bryan Hassel and the Public Impact “What Works When” team to produce a series of papers exploring options for school restructuring. The following section takes a closer look at each of the five restructuring options in the context of NCLB. Examples provided are mostly excerpted from CEP and CCSRI materials regarding how states are dealing with the issue of restructuring, particularly at the high school level. Some examples predate NCLB during a time in which states and districts voluntarily opted to restructure schools that were failing to educate students, providing some early lessons regarding restructuring. Other early lessons on restructuring come from states that began calculating AYP as early as 2003–04 under the Improving America’s Schools Act of 1994.

Reopening as a Charter School

What is it? This option allows an existing school to reopen as a charter school, beginning with a “clean slate” under a charter agreement. Reopening a school to replace a low-performing one is often known as “starting fresh” or a “charter conversion.”^{ix} CCSRI provides the following example:

Example: San Diego. In 2004, the San Diego School District required eight schools to restructure under the provisions of NCLB. Working groups of parents, staff and community members at King Elementary, Gompers High School and Keiller Middle School elected to break away from district management and reopen as charter schools in 2005. Students at these schools were one to three years below grade level in reading, writing and math. In most grades, the percentage of students who were proficient in core subjects was in only single digits or teens. Parents and community members recognized that change was necessary and went door to door gathering signatures for the charter petitions. Because of their success, each school now controls its own budget and personnel and is led by a governing board comprising parents, community members, teachers and a university partner. The schools must achieve measurable improvements in student achievement in the next five years to have their charters renewed.^x

Replacing Staff

What is it? This refers to a district-managed replacement of school leaders and/or other school staff relevant to the school's failure. Not all states can exercise this option. "Approximately two-thirds of the states have laws enabling districts or states to replace a school's leaders and staff."^{xi} CCSRI provides the following example:

Example: Chicago. In June 2000, as part of a citywide restructuring strategy under the direction of Paul Vallas, the Chicago Board of Education announced a takeover of five of the city's worst high schools. The district temporarily shut down the schools and reopened each with a new staff and principal, following summary firing of tenured teachers who were deemed incompetent by district management teams. Each school also reopened with a new school plan and a new focus. The turnaround effort followed two other similar reforms at the same high schools, and it was met with strong local resistance. Overall, student achievement improved only marginally at these schools, if at all, and there was little change in instruction.^{xii}

Contracting With External Education Management Providers

What is it? Exercising this option means an agreement is formed by the governing board of a public school district and an outside organization (private for-profit or nonprofit) to deliver wide-ranging educational and management services to the struggling school. This option is not to be confused with the contracts that many districts establish for individual school services, such as food service, security or tutoring. Services provided by the organization to the school in restructuring are to be comprehensive. CCSRI provides the following example:

Example: Philadelphia. In fall 2001, the mayor of Philadelphia and the governor of Pennsylvania initiated a "friendly" takeover of the school district of Philadelphia and, following an evaluation by Edison Schools, Inc., recommended that the district radically restructure by hiring private providers to manage several of its lowest performing schools. The district thereafter announced its search for private entities to operate 45 struggling schools in the city. After a formal review process, seven entities were selected: three for-profit companies, two local community-based organizations, and two universities.^{xiii}

The district's initiative, known as the "Partnership School Model," consists of a hybrid governance model in which education management organizations provide curriculum and supervise the principals, but the district retains control over each school's budget, calendar, personnel policies and facility. The Partnership School Model is one of several separate yet overlapping reforms being implemented in the school district of Philadelphia. One is a multimillion-dollar high school reform initiative, the "Secondary Education Movement," aimed at breaking up large comprehensive high schools and creating small, focused high schools across the city.^{xiv}

State Takeovers of Individual Schools

What is it? This option involves turning the operation of the school over to the state. It is at the discretion of the state to determine how they will oversee operations. There have been few instances of this happening (several states do not allow it under state law), but state takeovers have typically been “hostile” and involuntary takeovers. CCSRI provides the following examples:^{xv}

Examples: Alabama. [Alabama is required by] state law to take over a school if the majority of the students score between 1 and 3 on the Stanford 9 test for three consecutive years. The Alabama Accountability Plan outlining this policy was passed in 1995. Since then, the state has taken over six schools [including four high schools and one middle school^{xvi}.] In each of those cases, the state appointed two people—an administrator and an instructional leader—to work alongside the existing administration in the school. According to Dr. Buckley-Commander (personal communication, August 19, 2005), Director for Classroom Instruction for the Alabama Department of Education, test scores at all six schools had risen substantially enough for the state intervention to end. Since the interview, however, the schools have had a mixed record of success. One of the takeover schools has closed; one is back on the watch list; one has made slow progress; and two have made significant progress.^{xvii}

Maryland. Prior to the passage of the NCLB Act, Maryland developed an accountability system that included state reconstitution as an option for persistently low-performing schools. The legislation did not specify a timetable for state reconstitution; the state department annually reviewed school report cards and then consulted with the state superintendent about which schools to reconstitute. In 1999, dozens of schools in the Baltimore City Public School System had been on the Reconstitution Eligible list for several years. Facing increasing public pressure, the Maryland State Department of Education moved to reconstitute three elementary schools in Baltimore. Before the department named the elementary schools, the state issued a call for proposals inviting educational management organizations to apply to operate the three schools. They ultimately chose Edison Schools to manage these schools. The following year, the state reconstituted a fourth school in Baltimore, but in a compromise with district officials, it allowed the district to select the outside contractor, Victory Schools, Inc.^{xviii} Student-performance results at the four schools have been mixed. Examination of the state’s school performance index for two years after the restructuring shows that the three Edison schools demonstrated overall progress, but the Victory school did not. The three Edison schools also met AYP targets in 2003–04, but the Victory school did not. In May 2004, the state board voted to terminate the contract with Victory.^{xix}

More recently, the Maryland State Department of Education sought to intervene, through state takeover, in the governance of 11 chronically underperforming Baltimore middle and high schools. The board, citing authority under NCLB, approved the proposal in late March 2006. The legislature, however, overriding the governor’s veto, passed a law that halted the intervention for at least one year, allowing the school system to continue its own restructuring plans first.^{xx} Under the city’s new plan, the schools will report directly to the staff of the district’s chief executive officer. Staff

members will visit the schools weekly, observe teachers, conduct regular interviews and mentor principals.^{xxi}

Any Other Major Restructuring

What is it? This option gives the LEA flexibility to choose a solution that best meets the needs of the school and community and currently seems to be the most popular option among states. In many respects, this approach to restructuring often resembles activities that schools are already doing under the earlier corrective action phase of improvement.

Examples: The recently updated report from the U.S. Department of Education's Non-Regulatory Guidance (July 2006) provides examples of efforts in this category:

- *Change the governance structure of the school in a significant manner that either diminishes school-based management and decision-making or increases control, monitoring and oversight of the school's operations and educational program by the LEA;*
- *Close the school and reopen it as a focus or theme school with new staff or staff skilled in the focus area (e.g., math and science, dual language, communication arts);*
- *Reconstitute the school into smaller autonomous learning communities (e.g., school-within-a-school model, learning academies, etc.);*
- *Dissolve the school and assign students to other schools in the district;*
- *Pair the school in restructuring with a higher performing school; and*
- *Expand or narrow the grades served.*^{xxii}

Michigan. Harrison Community Schools is a rural district in central Michigan comprising two elementary schools, one middle school and one high school. The district used a variety of "other major restructuring" strategies to improve its schools in restructuring. Two schools added a new governance board, consisting of state and local education leaders, to make major decisions about the schools' operations.

Along with adding the governance board, the district also changed the schools' grade-level configuration and expanded to all-day, every-day kindergarten. In 2004–05, instead of having both elementary schools serve K–5, Harrison School District created three schools within two buildings. One building served K–1. The other was divided into two separate schools with two separate principals serving grades 2–3 and grades 4–5. For 2005–06, the two schools will merge into one (with one principal) serving grades 2–5. The grade-level reconfiguration served to eliminate competition between the schools for students and for community support. Although old allegiances led to resistance in early stages, the end result seems to be a more blended community. Teachers already notice an improvement in student achievement resulting from the move to all-day, every-day kindergarten, and teachers look forward to students entering first grade at a higher learning level.

The district also used restructuring funds and other grant monies to hire a coach to provide professional development for the newly formed grade-level teacher teams. This helped make the most of the group effort by facilitating teacher collaboration and conflict resolution. Although Harrison staff members are optimistic about their work and have seen student achievement rise as a result, they said they would need to continue their efforts to be successful.^{xxiii}

Among the list of “other major restructuring” options, many large high schools across the country have chosen to close and reopen as smaller autonomous learning communities, even though the emerging research indicates that this strategy alone is not sufficient to ensure improved student achievement. Nevertheless, there are strong examples of schools that have coupled this strategy with numerous other reform initiatives, such as a focus on professional development, that have managed to meet with success.

The following excerpt of a case study developed by Sarah Archibald and H. Alix Gallagher of the Consortium for Policy Research in Education tells the story of a successful high school restructuring involving a magnet high school that reopened as themed small learning communities with strong emphasis on focused professional development:^{xxiv}

Cincinnati. Harrison Place High School [a pseudonym] is a Cincinnati Public School (CPS) District magnet school that serves students in grades 9–12. Its student population is 85% African-American and 15% white. Approximately 50% of students qualify for free or reduced-price lunch. Compared to other high schools in CPS, Harrison serves a relatively high number of special education students; approximately 15% of students have Individual Education Plans.

After the 1988–89 school year, the district closed Harrison Place High School due to persistently low academic performance. After reopening in fall 1989, the school was restructured to create smaller, self-contained academic programs for students. As of the 2000–01 school year, the school offered five academic programs that are close to being self-contained. In this structure, students choose one of five programs, and then take all of their academic courses with only those students and teachers in the chosen program, thus creating a smaller community for both students and teachers. The only exceptions are for such non-core academic courses as physical education and music. Two of the programs that students select from are national whole school designs, Paideia and Co-nect, and the other three are “homegrown” designs created at the school or district level. Although only one of the programs officially uses Paideia, the whole school considers itself a Paideia school, adopting the Paideia mission of producing graduates who will become lifelong learners, responsible citizens and productive workers.

In addition to five separate academic programs, Harrison made a number of changes to meet the constant need for teachers to engage in a wide variety of professional development. Five onsite instructional facilitators were hired, one for each academic program, to provide teachers with full-time support specific to their program. Teams of

teachers and students created smaller learning communities for students and reduced student loads for teachers. The school also began participating in the district's team leader and lead teacher programs.

Another big change at the school came in 1999 when the school changed to flexible block scheduling. This change allowed the principal to rearrange the schedule so that all teachers had common planning time with their core academic team members. The school leadership recognized that common planning time was necessary for teacher teams to engage in job-embedded professional development during the regular workday. By the 2001–02 school year, all core academic teachers had two 45-minute planning periods per day, or 450 minutes per week. In most cases, teachers used one of these planning periods to meet with their team for professional development purposes, and the other was used for personal planning time. The collaboration time allows teachers to meet and discuss teaching strategies, plan a curriculum unit or meet with their instructional facilitator during the regular school day.

In addition to providing planning time, the general fund budget was used to pay the salaries of the five instructional facilitators, one for each separate academic program. These full-time, onsite facilitators are licensed teachers who have extensive knowledge of their specific academic program.

Conclusion

School improvement under NCLB is intended to introduce urgency into the process of creating better high schools. No single approach will work in each and every school facing restructuring. The unique needs of each school will dictate the most effective strategy—not for starting over, but in building on existing strengths while eliminating persistent problems. Nevertheless, a need clearly exists for more research around what common elements work best for schools in restructuring.

Endnotes

- i. U.S. Department of Education (2006, July). *LEA and school improvement: Non-regulatory guidance*. Washington, DC: Author. Retrieved July 26, 2006, from <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf>
- ii. Ibid.
- iii. Some states do not allow districts the option of state takeover. In only 23 states is a state takeover possible under state law, and only five states have exercised the option (see endnote xv).
- iv. U.S. Department of Education. (n.d.). *Elementary & secondary education: Part A—Improving basic programs operated by local educational agencies. Sec. 1116. Academic assessment and local educational agency and school improvement*. Washington, DC: Author. Retrieved January 12, 2007, from <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1116>
- v. U.S. Department of Education. (2006, February). *National assessment of Title I: Interim report to Congress, Volume I: Implementation of Title I*. Washington, DC: Policy and Program Studies Services.

- vi. Ibid. This may partially reflect the two stages of restructuring status, as schools in this status first spend a year planning, with implementation of that plan following in the second year.
- vii. Some states have had schools enter restructuring as early as 2003–04 because they began calculating AYP on the basis of data collected for the Improving America’s Schools Act (IASA) of 1994 (the predecessor of NCLB). Additionally, some states and districts chose to adopt school restructuring approaches even sooner for schools that were deemed particularly challenged in their capacity to educate students, providing some early lessons regarding restructuring.
- viii. DiBiase, R. W. (2005). *ECS policy brief: State involvement in school restructuring under No Child Left Behind in the 2004–05 School Year*. Denver, CO: Education Commission of the States. Retrieved July 26, 2006, from <http://www.ecs.org/clearinghouse/64/28/6428.pdf>
- ix. Center for Comprehensive School Reform and Improvement. (2005). *School restructuring options under No Child Left Behind: What works when? Reopening as a charter school*. Washington, DC: Author. Retrieved July 26, 2006, from <http://www.centerforsri.org/pubs/restructuring/KnowledgeIssues2Chartering.pdf>
- x. Ibid, pp. 6–7.
- xi. Ibid.
- xii. Center for Comprehensive School Reform and Improvement. (2005). *School restructuring options under No Child Left Behind: What works when? Turnarounds with new leaders and staff*. Washington, DC: Author, pp. 7–8. Retrieved July 26, 2006, from <http://www.centerforsri.org/pubs/restructuring/KnowledgeIssues4Turnaround.pdf>
- xiii. Center for Comprehensive School Reform and Improvement. (2005). *School restructuring options under No Child Left Behind: What works when? Contracting with external education management providers*. Washington, DC: Author, p. 6. Retrieved July 26, 2006, from <http://www.centerforsri.org/pubs/restructuring/KnowledgeIssues3Contracting.pdf>
- xiv. Rhim, L. M. (2005). *ECS policy brief: School restructuring in Philadelphia: Management lessons from 2002 to 2005*. Denver, CO: Education Commission of the States. Retrieved July 26, 2006, from <http://www.ecs.org/clearinghouse/64/01/6401.pdf>
- xv. Center for Comprehensive School Reform and Improvement. (2005). *School restructuring options under No Child Left Behind: What works when? State takeovers of individual schools*. Washington, DC: Author. Retrieved July 26, 2006, from <http://www.centerforsri.org/pubs/restructuring/KnowledgeIssues1StateTakeovers.pdf>
- xvi. Education Commission of the States. (2004). *State takeovers and reconstitutions*. Denver, CO: Author. p. 15. Retrieved January 19, 2007 from <http://www.ecs.org/clearinghouse/51/67/5167.htm>
- xvii. Center for Comprehensive School Reform and Improvement. (2005). *School restructuring options under No Child Left Behind: What works when? State takeovers of individual schools*. Washington, DC: Author, p. 5. Retrieved July 26, 2006, from <http://www.centerforsri.org/pubs/restructuring/KnowledgeIssues1StateTakeovers.pdf>
- xviii. Rhim, L. M. (2005). *ECS policy brief: School restructuring in Philadelphia: Management lessons from 2002 to 2005*. Denver, CO: Education Commission of the States. Retrieved July 26, 2006, from <http://www.ecs.org/clearinghouse/64/01/6401.pdf>
- xix. Ibid, pp. 6–7.
- xx. Anderson, N. (2006, June 20). Baltimore schools chief to step down. *The Washington Post*, p. B01.
- xxi. Honawar, V. (2006, April 19). Baltimore takeovers prevented. *Education Week*. Retrieved July 18, 2006, from <http://www.edweek.org/ew/articles/2006/04/19/32balt.h25.html>

- xxii. U.S. Department of Education. (July 2006). *LEA and school improvement: Non-regulatory guidance*. Washington, DC: Author, pp. 27–28. Retrieved July 26, 2006, from <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf>
- xxiii. Center on Education Policy. (2005, November). *Hope but no miracle cures: Michigan's early restructuring lessons*. Washington, DC: Author. Retrieved July 26, 2006, from <http://www.cep-dc.org/nclb/MichiganNov2005.cfm>
- xxiv. Archibald, S., & Gallagher, H. A. (2002, May 31). A case study of professional development expenditures at a restructured high school. *Education Policy Analysis Archives*, 10(29). Retrieved November 1, 2006, from <http://epaa.asu.edu/epaa/v10n29.html>

Additional Resources

U.S. Department of Education:

- “LEA and School Improvement Non-Regulatory Guidance” (updated July 21, 2006), <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>

California Comprehensive Center (<http://www.centerii.org>):

- “Summary of State Strategies for Districts Identified for Improvement Under NCLB” (July 2006), http://www.cacompcenter.org/pdf/cacc_strategies.pdf

Center on Innovation and Improvement (<http://www.centerii.org>):

- The Center on Innovation and Improvement provides a database (<http://www.centerii.org/centerIIPublic/>) allowing users to generate a report on the policies, programs and progress regarding restructuring, among other issues, for individual states. The report includes links to state Web sites and contact information.

Center for Education Policy Reports:

- “Wrestling the Devil in the Details: An Early Look at Restructuring in California,” <http://www.cep-dc.org/improvingpublicschools/wrestlingdetailsFeb2006.cfm>
- “Hope But No Miracle Cures: Michigan’s Early Restructuring Lessons,” <http://www.cep-dc.org/nclb/MichiganNov2005.cfm>
- “Makeovers, Facelifts, or Reconstructive Surgery: An Early Look at NCLB School Restructuring in Michigan,” http://www.cep-dc.org/fededprograms/Michigan_Nov2004.pdf

Education Commission of the States Policy Briefs:

- “State Involvement in School Restructuring Under No Child Left Behind in the 2004–05 School Year,” <http://www.ecs.org/clearinghouse/64/28/6428.pdf>

- “Closing Low-Performing Schools and Reopening Them as Charter Schools: The Role of the State,” <http://www.ecs.org/clearinghouse/54/25/5425.pdf>
- “State Takeovers and Reconstitutions,” <http://www.ecs.org/clearinghouse/51/67/5167.htm>
- “School Restructuring in Philadelphia: Management Lessons from 2002 to 2005,” <http://www.ecs.org/clearinghouse/64/01/6401.pdf>
- “Restructuring Schools in Baltimore: An Analysis of State and District Efforts,” <http://www.ecs.org/clearinghouse/53/25/5325.pdf>

“What Works When?” Series: Public Impact is developing a series of resources titled “School Restructuring Options Under No Child Left Behind—What Works When?” in conjunction with the Center for Comprehensive School Reform and Improvement and North Central Regional Educational Laboratory. The following titles are now available:

- “State Takeovers of Individual Schools,” <http://www.centerforcsri.org/pubs/restructuring/KnowledgeIssues1StateTakeovers.pdf>
- “Contracting with External Education Management Providers,” <http://www.centerforcsri.org/pubs/restructuring/KnowledgeIssues3Contracting.pdf>
- “Reopening as a Charter School,” <http://www.centerforcsri.org/pubs/restructuring/KnowledgeIssues2Chartering.pdf>
- “Turnarounds with New Leaders and Staff,” <http://www.centerforcsri.org/pubs/restructuring/KnowledgeIssues4Turnaround.pdf>
- “School Restructuring Options Under No Child Left Behind: What Works When? A Guide for Education Leaders,” <http://www.centerforcsri.org/pubs/restructuring/KnowledgeIssues3Contracting.pdf>

Public Impact is planning a new guide to help district and state leaders choose the best restructuring option for each school. For links to PDF files for the series, go to <http://www.publicimpact.com/focusstrategic.php>

Southern California Comprehensive Assistance Center:

- “Look Before You Leap: A Guide for Selecting Alternative Forms of Governance and Restructuring,” http://www.bayregionssc.org/docs/look_before_you_leap.pdf

Northwest Regional Educational Laboratory:

- Web site, <http://www.nwrel.org/planning/reports/ayptitle1>

Comprehensive School Reform Quality Center Reports:

- “CSRQ Center Report on Middle and High School Comprehensive School Reform Models,”
http://www.csrq.org/documents/MSHS2006Report_FinalFullVersion10-03-06.pdf
- “CSRQ Center Report on Education Service Providers,”
<http://www.csrq.org/documents/ESPCSRQReport-Full042806.pdf>

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