One of the most pressing challenges states face is what to do with schools that are persistently failing. Turning them around requires clear ways of identifying schools that need help, providing them with appropriate assistance, and stepping in and taking tough action when they continue to fall behind. Without real accountability for results, standards will become an empty promise — and all young people deserve a first-class education.
The first step in turning around low-performing schools is determining which schools need such assistance. But only half the states currently rate school performance.

One state that has tried to walk this line carefully is Texas. There, the state recognized when it established its accountability system that schools had a long way to go to reach high levels of performance, so Texas initially set its target rather low: 25 percent of students had to pass the state test in order for a school to avoid a designation as low performing. But the state raised its target each year, and now 50 percent of students have to pass the test for a school to be considered acceptable. The state is now raising its standards and creating more rigorous tests.

Growing over time: Meeting targets for proficiency is important, but not all schools start at the same place — and some have much further to go than others. To reach high levels of performance, schools that are improving at a fast rate and are on target to reach their goal may be performing adequately, even if their performance does not reach the goal yet. At the same time, schools that already demonstrate high performance but fail to improve or maintain their high levels may be showing signs of trouble. California recognizes this problem by requiring schools to show steady gains of 10 percent of the distance between their starting point and proficiency each year to keep them on a path to the ultimate target; those that have already reached proficiency cannot stagnate or fall back.

Tennessee, meanwhile, has developed an unusual method for determining the “value added” that schools contribute to student performance. Using a complex statistical formula developed by statistician William S. Sanders, the state can estimate how much schools (and individual teachers) add to student performance each year. The state compiles these estimates into an index, schools that are in the bottom third of the state on the value-added index are placed on a warning list.

States have much work to do in developing and implementing effective policies for turning around low-performing schools. The new federal Elementary and Secondary Education Act, which likely will mandate these components, will require states to step up the pace of reforms.
As important as overall school performance is, schools also should demonstrate that they are closing achievement gaps among groups of students.

Closing the Gaps: As important as overall school performance is, schools also should demonstrate that they are closing achievement gaps among groups of students. The standards movement, after all, is aimed at high standards for all students. Schools where some students perform well but others perform less well have problems. They should not be considered successful even though average performance is acceptable.

Because the most serious gaps separate the performance of whites and racial and ethnic minorities, a handful of states consider the performance of racial and ethnic minorities in determining school performance. Six require schools to close the gaps to be considered successful. For example, in Texas, white, black, Hispanic and economically disadvantaged students all must reach the required passing rate for a school to avoid a low-performing designation. Similar systems are in place in California, Maryland, New Mexico and South Carolina, according to the Consortium for Policy Research in Education. More states must attend to the performance of all students, and the federal legislation would require they do so.

Putting It Together: How can a state measure school progress to encourage schools to improve performance continually and close achievement gaps? One promising approach is the system about to be implemented in Delaware. The state determines whether students are proficient, whether schools have improved over time and whether the school has reduced the proportion of low-performing students. Using a formula to combine all of these measures, the state compares school progress with statewide targets. Schools that exceed state targets can earn cash awards. Those that fall below the targets can be designated as low performing.

Although Delaware’s system does not specifically consider the performance of disadvantaged students, the requirement to raise performance of lower-achieving students will ensure schools address the needs of all students. And the state publishes data on the performance of all groups and requires schools to use those data in their school plans.

Shining a Spotlight: The states that identify low-performing schools use a variety of labels. Some, like Colorado and Florida, assign letter grades to schools and give Ds or Fs to low performers. Others use terms like “academically deficient” or “underperforming.”

The effect of receiving a low-performing designation appears to be powerful. Schools often work hard to avoid the stigma of such a designation and to shed the label once it has been applied. States need to do more to shine a spotlight on schools that need improvement and encourage them to step up their efforts to turn themselves around. Experience has shown that publicity can do a great deal to spur improvement, even without any additional action by the state.

States have not always taken full advantage of the power these labels can wield. Oftentimes, schools are even unaware that they have been labeled low performing. Under the federal Title I program, which aids schools with disadvantaged students, states and districts are required to identify Title I schools in need of improvement. Yet a recent survey found that in 41 percent of schools that districts identified as needing improvement, the principals were not aware that they had been so designated. If the spotlight can serve any motivating purpose, it has to be turned on.

Moreover, states may not be identifying all the schools that truly are low performing. Education Week’s survey found that the number of schools judged low performing ranged from a handful in Kansas, Massachusetts and West Virginia to 3,144 in California. Surely these differences do not reflect only the number or quality of schools in each state. They largely reflect state rating policies. States may have set those policies because of limited resources to assist schools. But a “low performing” designation should be applied to signal that a school needs help—and all schools that truly need help should be so identified.

Stepping In: Designation is only a first step. The second is to provide the assistance low-performing schools need. Data like test scores can signal a problem, but only on the ground observation can help educators map out a plan of action. State assistance is crucial in helping schools implement their plans. But despite the rhetoric, states are not interested in literally “taking over” schools. The preferred route is to bring state and local resources to help schools turn themselves around. Some states, such as Kentucky, provide financial assistance and make experts available.

The program seems to be working. In its first year, the state assigned assistance teams to 15 schools, and 14 of those reached their target for improved performance. Thirteen schools improved enough to earn cash bonuses from the state.

Some of the most effective strategies involve state-trained educators who provide intensive aid to troubled schools. For example, North Carolina sends trained “assistance teams” of experienced educators to help low-performing schools. These teams help schools write and implement improvement plans and make recommendations about the changes needed to bring about improvements.

They also evaluate the principal and staff and can recommend replacing teachers or administrators.

The program seems to be working. In its first year, the state assigned assistance teams to 15 schools, and 14 of those reached their target for improved performance. Thirteen schools improved enough to earn cash bonuses from the state.

Several states have provided such intensive and effective assistance—and even North Carolina has stepped up its efforts. There, the state formed a partnership called North Carolina Helping Education in Low-Performing Schools (NCHelp), a joint project of the governor’s office, university system, community colleges and the state board and department of education. Using federal and state funds, the project provides professional development for teachers and school administrators, along with services like personnel evaluation, curriculum alignment and research. The project also matches schools with agencies and businesses that may have needed expertise.

Tips for Policymakers:

- Have confidence in tests—a lot is riding on them. Make sure they are rigorous and aligned with standards.
- Test results should be published widely, and school ratings should not be a secret.
- Define adequate progress for schools by considering absolute performance, progress over time and success in closing achievement gaps.
- Provide assistance before applying sanctions.
- When confronting persistently failing schools, don’t be afraid to be tough.

Some of the most effective strategies involve state-trained educators who provide intensive aid to troubled schools. For example, North Carolina sends trained “assistance teams” of experienced educators to help low-performing schools. These teams help schools write and implement improvement plans and make recommendations about the changes needed to bring about improvements. They also evaluate the principal and staff and can recommend replacing teachers or administrators.

The program seems to be working. In its first year, the state assigned assistance teams to 15 schools, and 14 of those reached their target for improved performance. Thirteen schools improved enough to earn cash bonuses from the state.

Several states have provided such intensive and effective assistance—and even North Carolina has stepped up its efforts. There, the state formed a partnership called North Carolina Helping Education in Low-Performing Schools (NCHelp), a joint project of the governor’s office, university system, community colleges and the state board and department of education. Using federal and state funds, the project provides professional development for teachers and school administrators, along with services like personnel evaluation, curriculum alignment and research. The project also matches schools with agencies and businesses that may have needed expertise.

Tips for Policymakers:

- Have confidence in tests—a lot is riding on them. Make sure they are rigorous and aligned with standards.
- Test results should be published widely, and school ratings should not be a secret.
- Define adequate progress for schools by considering absolute performance, progress over time and success in closing achievement gaps.
- Provide assistance before applying sanctions.
- When confronting persistently failing schools, don’t be afraid to be tough.

Some of the most effective strategies involve state-trained educators who provide intensive aid to troubled schools. For example, North Carolina sends trained “assistance teams” of experienced educators to help low-performing schools. These teams help schools write and implement improvement plans and make recommendations about the changes needed to bring about improvements. They also evaluate the principal and staff and can recommend replacing teachers or administrators.

The program seems to be working. In its first year, the state assigned assistance teams to 15 schools, and 14 of those reached their target for improved performance. Thirteen schools improved enough to earn cash bonuses from the state.
Pressure and Support: How a School Turned Itself Around

Can low-performing schools become high performing? No question about it. The evidence shows that the state accountability systems’ pressure, combined with the support states make available, is crucial.

Consider Fessenden Elementary School in Ocala, Fla. In 1999, that school earned an F under the state’s rating system, meaning that the school’s fourth and fifth graders failed to meet state standards in reading, writing or mathematics. Under Florida’s accountability policy, students in schools that receive an F for two of the most recent three years can receive vouchers that can be used in private schools.

As Education Week reported, the F rating caused two things to happen. First, the school sprung into action. The principal and staff poured over test results and adjusted the instructional program. The school tested students frequently to assess strengths and weaknesses, reduced class sizes in the early grades, changed reading instruction, provided tutoring for struggling students, and assigned teaching assistants in the fourth and fifth grades.

Second, the state provided assistance. Florida’s regional school improvement team linked the school with grant opportunities and other resources. In all, Fessenden secured $400,000 in additional funds. And the team helped provide teachers with intensive professional development.

The result: In one year, Fessenden catalyzed from an F to an A — one of only two schools in the state to make that extraordinary leap. As the district’s superintendent told Education Week, the state accountability system enabled the school to reach that height. “Unfortunately, it took labeling [Fessenden with] an F to focus us to do what we should have been doing all along and might not otherwise have done,” he said.

Many states have laws on the books to provide some sanction for schools that continually fail. But few states actually have applied such penalties. Admittedly, the penalties are harsh, and they could cost some teachers and administrators their jobs. But applying them is essential — and the pending federal legislation would make such sanctions mandatory. Schools need to know that they cannot continue poor performance endlessly; they must be helped to turn themselves around or be put under new management. Without the possibility of sanctions, schools have little incentive to improve.

In addition to the incentives they create, the penalties themselves provide corrective action that could improve schools right away. For example, Maryland contracts with private school-management firms to operate persistently failing schools; the state has contracted with Edison Schools, Inc., to operate three low-performing schools in Baltimore. These private managers can jump-start a rebuilding of instructional programs that may have eluded the incumbent administration and faculty. A variation of this approach is taking effect in Colorado this year. There, the state authorizes districts to convert schools rated F into charter schools.

Another approach is to provide parents funds to pursue other educational options. The federal law pending in Congress would distribute Title I funds to parents of children in low-performing schools to allow them to purchase private tutoring services for their children. This approach provides immediate aid to students, and the threat of a loss of funds could encourage schools to turn themselves around before they get to that point.

States may also have to apply tough measures to turn around struggling districts. In both Illinois and Michigan, the legislature gave control over the states’ largest school systems — Chicago and Detroit, respectively — to the mayor, who appointed a new school board and set a new course for the district.

The improvement that Chicago has seen since Illinois took that step in 1995 suggests that such dramatic action can produce results. But all states need to step in when schools and districts are persistently failing. Putting off tough decisions does nothing to help students who continue to attend low-performing schools.

DEVELOPING A CADRE OF LEADERS

In the long run, states need to do more to help ensure that schools do not get to the point where they need such intensive intervention. An effective system is one where there are no failing schools.

Such a system may be a distant dream, but states can move a long way toward that goal by enhancing leadership development. The one consistent theme in reports from schools that have turned themselves around is that there is no substitute for effective leadership. Principals in such schools are true instructional leaders: They emphasize high academic standards for all students and maintain a focus, for themselves and the school, on teaching and learning. They use data on performance to plan curriculum and instructional improvements. They supervise teachers and provide appropriate support for them to improve their instruction.

While some states have made efforts to improve the preparation and ongoing development of principals, a recent study by the Institute for Educational Leadership found that few are equipped to handle their roles in a standards-based system. As that report recommended, states need to ensure that qualified individuals seek jobs as principals, that such individuals are prepared for their positions, and that principals receive ongoing support and professional development.

CONCLUSION

The debate in Congress has placed accountability at the top of the national policy agenda. But accountability does not mean creating winners and losers. It means shining a spotlight on student performance, identifying schools that are low performing, creating incentives for schools to improve and providing resources to help turn them around. Accountability is essential in a continuously improving education system.

In the long run, states need to move toward a system where all schools function well. In the meantime, though, states have more to do to ensure that all the pieces of a fully functioning accountability system are in place, they undoubtedly will be challenged to do so by legislation enacted by Congress and the president. States must identify all schools that need help and provide resources and assistance to turn them around. If that happens, the promise of the standards movement will be fulfilled.
Achieve Policy Briefs are regular reports on critical issues in education reform. They are designed to help policymakers, business leaders, educators and others address the challenges they face in improving the nation's schools.

Achieve is an independent, bipartisan, nonprofit organization created by governors and corporate leaders to help raise standards and performance in American schools. Achieve was founded at the 1996 National Education Summit and subsequently sponsored another Summit in the fall of 1999 that brought together more than 100 governors, business leaders and educators from around the nation.

Achieve's principal purposes are to:

- provide sustained public leadership and advocacy for the movement to raise standards and improve student performance;
- help states benchmark their standards, assessments and accountability systems against the best in the country and the world;
- build partnerships that allow states to work together to improve teaching and learning and raise student achievement; and
- serve as a national clearinghouse on education standards and school reform.

Board of Directors, Achieve, Inc.

co-chairs
Louis V. Gerstner, Jr., Chairman and CEO
IBM Corporation
John Engler, Governor
State of Michigan

co-vice chairs
Gray Davis, Governor
State of California
Phillip M. Condit, Chairman and CEO
The Boeing Company

board members
Keith E. Bailey, Chairman, President and CEO
Williams
Ray E. Barnes, Governor
State of Georgia
Craig R. Barrett, President and CEO
Intel Corporation
Frank Keating, Governor
State of Oklahoma
Gary Locke, Governor
State of Washington
Edward B. Rust, Jr., Chairman and CEO
State Farm Insurance
Arthur F. Ryan, Chairman and CEO
Prudential
Bob Taft, Governor
State of Ohio

president
Robert B. Schwartz

vice president
Matthew Gandil

Achieve Contributors

Agilent Technologies Foundation
The Annenberg Foundation
Anonymous
AT&T Foundation
Ball South Foundation
Bill & Melinda Gates Foundation
The Boeing Company
Bristol-Myers Squibb Foundation, Inc.
Citigroup Foundation
E.I. DuPont de Nemours and Company
Eastman Kodak Company
IBM Corporation
The Pew Charitable Trusts
Phillips Petroleum Company
The Proctor & Gamble Fund
The Prudential Foundation
State Farm Insurance Companies
State Street Foundation
The UPS Foundation
The Washington Mutual Foundation
Williams
The Xerox Foundation

Achieve's principal purposes are to:

- provide sustained public leadership and advocacy for the movement to raise standards and improve student performance;
- help states benchmark their standards, assessments and accountability systems against the best in the country and the world;
- build partnerships that allow states to work together to improve teaching and learning and raise student achievement; and
- serve as a national clearinghouse on education standards and school reform.

Board of Directors, Achieve, Inc.

co-chairs
Louis V. Gerstner, Jr., Chairman and CEO
IBM Corporation
John Engler, Governor
State of Michigan

co-vice chairs
Gray Davis, Governor
State of California
Phillip M. Condit, Chairman and CEO
The Boeing Company

board members
Keith E. Bailey, Chairman, President and CEO
Williams
Ray E. Barnes, Governor
State of Georgia
Craig R. Barrett, President and CEO
Intel Corporation
Frank Keating, Governor
State of Oklahoma
Gary Locke, Governor
State of Washington
Edward B. Rust, Jr., Chairman and CEO
State Farm Insurance
Arthur F. Ryan, Chairman and CEO
Prudential
Bob Taft, Governor
State of Ohio

president
Robert B. Schwartz

vice president
Matthew Gandil

Achieve Contributors

Agilent Technologies Foundation
The Annenberg Foundation
Anonymous
AT&T Foundation
Ball South Foundation
Bill & Melinda Gates Foundation
The Boeing Company
Bristol-Myers Squibb Foundation, Inc.
Citigroup Foundation
E.I. DuPont de Nemours and Company
Eastman Kodak Company
IBM Corporation
The Pew Charitable Trusts
Phillips Petroleum Company
The Proctor & Gamble Fund
The Prudential Foundation
State Farm Insurance Companies
State Street Foundation
The UPS Foundation
The Washington Mutual Foundation
Williams
The Xerox Foundation