

(II) HIGH PERCENTAGE OF DROPOUTS;

(III) LOW PERCENTAGE OF STUDENTS PASSING THE MARYLAND FUNCTIONAL TESTS OF THE FIRST ADMINISTRATION;

(IV) POOR PERFORMANCE ON THE CRITERION REFERENCED TESTS; AND

(V) OTHER MUTUALLY ACCEPTABLE FACTORS.

(4) ANY CHALLENGE GRANT FUNDS PROVIDED UNDER THIS SECTION SHALL BE USED TO EFFECT SYSTEMIC CHANGES IN THE RECIPIENT SCHOOLS, INCLUDING INTERAGENCY ACTIVITIES, COMPUTER LABS, SALARY INCENTIVE PROGRAMS, STAFFING, TOTAL QUALITY MANAGEMENT, AND OTHER PURPOSES APPROVED BY THE DEPARTMENT.

(5) EACH PUBLIC SCHOOL THAT IS A RECIPIENT OF A CHALLENGE GRANT SHALL HAVE A SCHOOL IMPROVEMENT TEAM CONSTITUTED ACCORDING TO GUIDELINES ESTABLISHED BY THE DEPARTMENT.

(6) IN FISCAL YEAR 1993, EACH SCHOOL IMPROVEMENT TEAM SHALL ESTABLISH OUTCOMES, MEASURES FOR THE OUTCOMES, AND TIMELINES FOR ITS SCHOOL TO SHOW IMPROVEMENT IN THE DATA-BASED AREAS IN ACCORDANCE WITH GUIDELINES ESTABLISHED BY THE DEPARTMENT. FULL IMPLEMENTATION OF CHANGES TO THE INSTRUCTIONAL PROGRAM SHALL OCCUR IN FISCAL YEAR 1994.

(7) SELECTION OF SCHOOL ADMINISTRATIVE LEADERSHIP SHALL BE A DECISION BY THE LOCAL SCHOOL SUPERINTENDENT WITH THE CONCURRENCE OF THE STATE SUPERINTENDENT.

(8) NOTHING IN THIS SECTION SHALL REQUIRE THAT ANY PARTICULAR SCHOOL SYSTEM BE REQUIRED TO ACCEPT A GRANT FROM OR OTHERWISE PARTICIPATE IN THE SCHOOLS FOR SUCCESS CHALLENGE GRANT PROGRAM.

(C) THE DEPARTMENT SHALL COLLECT AND, IN ACCORDANCE WITH § 2-1213 OF THE STATE GOVERNMENT ARTICLE, REPORT TO THE GENERAL ASSEMBLY BY OCTOBER 1, 1995 A FINAL ACCOUNTABILITY REPORT ON EACH SCHOOL THAT RECEIVES A CHALLENGE GRANT, WITH INTERIM ANNUAL REPORTS SUBMITTED BY DECEMBER 31 OF 1992, 1993, AND 1994 BASED UPON PROGRESS TOWARD OUTCOME ATTAINMENT.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 1992. It shall be effective for a period of 3 years and, at the end of June 30, 1995, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

Approved May 12, 1992.