

## Required Interventions

### Turnaround Model:

A turnaround model is one in which an LEA must--

- (i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff;
- (iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- (iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "TTIPS designated individual" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
- (ix) Provide appropriate social-emotional and community-oriented services and supports for students.

A turnaround model may also implement other strategies such as--

- (i) Any of the required and permissible activities under the transformation model; or
- (ii) A new school model (e.g., themed, dual language academy).

**NOTE:** TEA will implement the flexibility to allow a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, the Turnaround model within the last two years to continue or complete the implementation of the intervention model with the TTIPS grant funds.

For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal.