

Questions for Consideration

Turnaround

For each campus under consideration:

1. Is the campus in need of dramatic and immediate school-wide change?
2. Is low achievement occurring across most student groups? Can the causes of this low achievement be identified?
3. Has the targeted campus improved (grown) in performance in any student groups over the past two years? Can the causes of this improvement be identified?
4. Has the graduation rate remained relatively flat or declined over the past two years?
5. Is there a strong principal in place to lead the campus turnaround effort? Was the principal hired prior to the start of the 2008-2009 school year?
6. What data/results/changes support the determination that the principal has made positive changes on the campus?
7. If necessary, does the LEA have the ability to identify/recruit/select a strong turnaround leader?
8. What will be the LEA's process for replacing 50% of the staff at the targeted campus? How will the LEA define "staff"? Will the process be defined by school board policy?
9. How will the LEA evaluate staff effectiveness when replacing or retaining staff at the targeted campus?
10. How will the LEA ensure that effective teachers and leaders will be assigned to the targeted campus?
11. Of the staff that is removed from the targeted campus, what will be the LEA's process to determine who will be dismissed and who will be re-assigned?
12. What changes need to be made to allow operational flexibility at the campus level regarding budgeting, staffing and scheduling?

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13. How will the targeted campus ensure that professional development is directly impacting student growth? How will effectiveness of professional development be measured?
14. How will the targeted campus ensure student data is driving professional development decisions?
15. How will the targeted campus develop an approach to extended learning time that supports the instructional needs of students and staff?
16. Does the LEA have the capacity to execute the turnaround internally or will outside assistance be required? If so, what organizations are available to assist in this process (See Texas process and ESC Resource Guide)?
17. Is professional development aligned to campus' comprehensive instructional program?
18. How is SBDM involved in decision making process?
19. Does campus staff have access to training and professional development on data-driven decision-making to improve instruction?
20. Is a review of curriculum or scope and sequence needed?

If Considering the Texas Process, do you agree to ...

1. Attend all required trainings?
2. Designate a central office staff member to serve as the "District Shepherd"?
3. Participate in a Comprehensive Needs Assessment via District and Campus Snapshot?
4. Share all formative and summative data relating to the turnaround initiative?
5. Participate in Transforming Classroom Practice (TCP)?
6. Utilize the Behavior Event Interview process to select a Turnaround leader?