

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	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 (<u>e.g.</u>, themed, dual language academy).
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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.	
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NOTE: TEA will implement the flexibility to allow a priority 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.

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 2011-2012 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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Questions for Consideration

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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?
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