Slide 1: On behalf of the Texas Education Agency and the School Improvement Resource Center, welcome to the Cycle 2 Texas Title I Priority Schools Grant Overview Session "Bold Choices for a Bright Future". You are about to watch Module 3.

Slide 2: This session is being presented to you by TEA's Division of No Child Left Behind and the School Improvement Resource Center, a Texas Initiative at Region XIII Education Service Center which offers technical assistance to schools in improvement.

My name is Allison Ivey and I am Coordinator of the TTIPS grant at SIRC

Once grant awards have been announced in July, I along with my colleagues at SIRC will be providing

Technical Assistance with the 4 intervention models, associated Training and Resources, and overseeing the implementation of the State's Design for each TTIPS Option

Slide 3: Your are currently viewing Module 3 of a 4 part series.

This module is titled "Turnaround, Transformation and Tier III TEA Alternative Models"

Slide 4: Before we go any further, if you have not printed the handouts for this module, please do so now.

In order to pause the presentation at any time, press the up arrow. To resume play, simply press the down arrow to start again.

Slide 5: Now we will begin talking about TTIPS Turnaround.

Slide 6: The Turnaround philosophy or framework is based on four core principals.

Teachers and Leaders:

Which is replacing a significant numbers of staff and implement strategies to recruit and retain staff

Instructional and Support Strategies

Using data to drive instructional practices based on student needs and job-embedded professional development

Time and Support

Increasing the learning time and provide additional social and emotional services

New Governance

Operational flexibility based on a new governance structures

After viewing Module 3, You will notice that many of the themes of Turnaround are similar to Transformation. We will take a closer look at this after we discuss the specific grant requirements of Turnaround. Then work to make a clear distinction between these two options.

Turnaround is a **dramatic** and comprehensive intervention in an under-performing school that…
a) produces significant gains in achievement within two years; and
b) readies the school for the longer process of transformation into a high-performance organization

There is a handout titled Required Interventions in your materials that lists the required activities and permissible activities for Turnaround. Please take a moment to look over this handout carefully, the required activities are on the left hand side of the page and permissible activities are on the right. We often refer to this handout as the "Musts and Mays"…since it clearly shows activities that MUST occur and activities that you MAY choose to implement, but are not required.

We will be referring to this handout for the next 3 slides.

Slide 7: **Now let's look at the left-hand side of the handout….**

Schools Adopting the Turnaround Option

MUST:

Replace the principal if he/she was hired prior to the 2008-2009 school year.

there is more guidance on replacing the principal in the grant overview section in Module 1 by TEA.

Part of a successful turnaround is having the right people in place to lead the Turnaround and make the difficult decisions.

TEA will implement the flexibility to allow a Tier I, Tier II, and Tier III grantee campuses 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.

 Turnaround schools also

Use locally adopted competencies to measure effectiveness of staff

This can be the approved teacher evaluation system based on identified skills and expertise needed to improved student performance as well as evidence of effectiveness in previous teaching positions.. Excellent, committed teachers and staff are needed immediately and this will require wholesale change

Also, to screen all existing staff and rehire no more than 50%

"Staff" can be defined by the district and includes all instructional staff. - you want to identify staff that have contributed to the lack of success of the campus and recruit and retain staff with proven records of effectiveness.

Implement strategies to retain staff.

This can include financial incentives. These can be used to reward outstanding performance and results, attract the most skilled practitioners, underwrite professional coursework, and promote qualified and promising staff

Provide on-going, high quality, job-embedded professional development. This is often individual and targeted to develop the capacity of individual staff members in addition to raising the capacity of the staff in the implementation of research based best practice. This does not require staff to be pulled away from their classes and campus, but rather provides small group professional learning in their building and often in their classroom. Other options allow for the alteration of the school day or calendar to provide additional time for collaboration or action research.

Adopt a new governance structure- create an organizational structure that fully supports the turnaround efforts and involves the district

Slide 8: Turnaround requirements continued… Hire a "turnaround leader", often referred to as the **District Shepherd** who reports directly to the superintendent and whose job it is to

act as a liaison to ensure responsiveness of the district departments to campus turnaround efforts, and provide a direct line of communication to the superintendent, and monitor the principal's progress on turnaround actions and initiatives

Use data to identify and implement an instructional program

Consistently and effectively use various sources of data and data disaggregation tools to inform and drive instruction as well prescribe targeted intervention. The use of formative, interim and summative assessments is required.

Promote continuous use of student data to differentiate instruction

Require the use of individual student data to differentiate instruction and instructional interventions

Provide increased learning time -This can be increased instructional minutes, planning time for teachers and enrichment activity.

Some examples are:

- ➢ Extend the school day –by lengthening instructional periods

- ➢ Provide Zero hour classes

- ➢ In school tutorial periods

- ➢ Before and After School instruction, tutoring

- ➢ Saturday School

- ➢ Intercession classes, and finally

- ➢ Summer Academies

Provide social-emotional and community-oriented services

For example:

Health and nutrition services

Family literacy programs

Computer labs for parents

These services should be based on identified needs of the students and community

Slide 9: This slide lists some of the permissible activities such as

- • Providing additional compensation to **attract and retain staff, or**

- • Implementing a school-wide **"response-to-intervention"** model

- • Integrating **technology-based supports** and intervention, and

- • **Increasing rigor** by offering Advanced Placement and International

  Baccalaureate, project-based learning courses

- • Implement **summer transition program** or freshman academy

- • **Increase graduation rates** through credit recovery programs, smaller

 learning communities or other intervention strategies

This is only some of the permissible activities, please See the handout for details on other permissible activities

Slide 10: An LEA can use the required interventions handout to develop their own Turnaround model. This will involve the LEA designing activities to meet each required intervention in order to fulfill all grant requirements. If an LEA is considering developing their own Turnaround model, you might consider contacting your local Education Service Center for support.

LEA Designed campuses will be provided a case manager at SIRC to answer questions about grant activities and a professional service provider or (PSP) to help the campus meet grant requirements and provide support to principals and the district shepherd.

Slide 11: Another option that LEAs have is to select the TEA Designed Turnaround model.

The TTIPS TTLA. The TTIPS Texas Turnaround Leadership Academy or TTIPS TTLA is an innovative program designed to build district and campus level capacity through the implementation of policies and practices that establish the necessary environment and support needed to effectively turn around schools that have been underperforming in multiple areas.

Slide 12: TTIPS TTLA involves many key partners. District participation in the program will include engagement in research based data analysis, strategic planning, and ongoing professional development and training delivered and supported by the faculty with the University of Virginia's Darden School of Business and the Curry School of Education's Partners for Leaders in Education, the School Improvement Resource Center (SIRC), Region XIII's Texas Initiative TTLA Team, and other contracted partners.

Slide 13: Please see the overview time Line for TTIPS Turnaround in your handouts: This will give you the scope of the program at a glance.

For the first

Summer

This summer

You'll attend required team training with SIRC- this is a 4 day training that will prepare you to implement the TEA Designed Turnaround Model, meet grant requirements and will detail the support and technical assistance that you will receive from SIRC and the TTLA Team at Region 13.

In the

Fall

You will

Begin implementing grant requirements- please see the handout on required interventions such as Extended Learning Time, Social Emotional Supports, New Governance Structure, Transforming Classroom Practice (TCP), Behavior Event Interviews or (BEI), a District Readiness Assessment, and other required activities) The expectation is that grant requirements will begin in the Fall of 2011.

In the fall, you'll also

Attend the Texas School Improvement Conference (TSI) in Austin Texas. This conference focuses on school improvement research and best practices.

Also, the

District Institute (this is for district personnel only) and - this institute looks at innovative ways that districts can better support campuses in need of improvement through research and developing new systems and processes

Campuses will also receive a

District and Campus Snapshots- there is more details in a future slide

Spring

Participate in TTIPS site visit with SIRC – the site visit is a chance to evaluate progress with grant activities and implementation of required interventions

The following

Summer

The campus will attend training at University of Virginia (UVA)- Training focus is on "Thinking like a Turnaround Leader" and uses a Case study design delivered by Executive Leadership faculty of Darden School of Business at the

University of Virginia School Turnaround Specialist Program and focuses on two components critical to successful and sustainable turnarounds which are:

 High-impact school leaders and

The district capacity/conditions necessary to initiate, support and enhance change

The University of Virginia School Turnaround Specialist Program draws upon the most innovative thinking in business and education to address the challenges and needs of education leaders charged with turning around our nation's lowest-performing schools.

You will also in the summer, attend required team training with SIRC- SIRC trainings help you to meet grant requirements not covered by the TTLA/UVA program, and finally you will

Complete the End of Year Report for TEA to show evidence of implementation

Slide 14: The TTIPS TTLA Summer Training date for this summer are.

August 8th-11th, or

August 30th-September 2nd

All Cycle 2 Summer 2011 training is located at the Hotel St. Anthony in San Antonio

Once awards have been announced, SIRC will provide schools with the link to register on the SIRC TTIPS web page. Schools are not guaranteed a training date and registration is done on a first come first served basis.

Slide 15: **For TTIPS TTLA Year 2 support**

In the

Fall

You will continue implementation of grant requirements

Attend Texas School Improvement Conference (TSI) in Austin, and the

District Institute (district personnel only) in Austin.

In the

Spring

You will participate in TTIPS site visit with SIRC **and UVA-** The site visit will be in coordination with UVA now that the campus teams have attended the Turnaround training in Virginia

There is also a district retreat with Support Team Training based on areas of need

In the

SUMMER:

Attend the required team training at UVA and SIRC updates, and of course

Complete the End of Year Report for TEA

Slide 16: For TTIPS TTLA **Year 3 Support**

In the

Fall

You will continue implementation of grant requirements

Attend Texas School Improvement Conference (TSI), and the

District Institute (district personnel only)

In the

Spring

Participate in a TTIPS site visit with SIRC and UVA

There will be an additional campus Snapshot- this snapshot will provide comparison data to show changes and progress over time

In the

Summer

Develop and implement sustainability plan- How will you continue the school Turnaround and continue to improve academic performance once the TTIPS grant has ended.

Slide 17: Case managers provided by the school improvement Resource Center are integral part of this program. Each school district will be assigned a case manager to support the district shepherd with resources, contacts, and professional development needs. There is frequent communication between the case manager, the district shepherd, and principal along the way.

Each campus in TEA Design Turnaround also gets a professional service provider or PSP. These are skilled professionals that are there to support you and bring a wealth of knowledge and skills. Many are retired principals or district level staffs that have experience in turning around struggling schools.

Slide 18: **AS PART OF TTIPS TTLA CAMPUSES WILL RECEIVE a Campus and District Snapshots to support THE TURNAROUND**

A District Snapshot is a two-day process where a specially trained team will meet with various district administrators relative to the district's processes and practices around supporting struggling schools. The Snapshot will provide baseline information such as the district's current operating processes and will provide objective information for district personnel to assess their current processes and practices against best practice benchmarks.

  The **Campus Snapshot** –is a one-day, on-campus process where a specially trained team will observe classroom instruction, and using a data-driven process provide valuable feedback for the campus leadership team relative to the level of instructional rigor, alignment of instruction to curriculum standards and level of student engagement. Additionally, the on-campus Professional Service Provider or (PSP) will assist with the implementation of on-line surveys of students, teachers, and parents. All of the data will be summarized in a report for use by the instructional leadership team and teacher leaders for use in developing your 90-day action strategies.

The District Snapshot, Campus Snapshot, and your 90 Day Action strategies and quarterly Implementation Reports are all data sources to help you monitor your school Turnaround.

Slide 19: There's a book entitled Years of Reform; so little change. One might write another book entitled "Years of Classroom Observations; so little change".

As a school in the **TTIPS** TTLA project, you will participate in a job embedded professional development project entitled "Transforming Classroom Practice" or TCP.

Transforming Classroom Practice is an opportunity led by the on-campus PSP and will address the need of the instructional leadership team's ability to carefully observe classroom practice (utilizing existing district/campus observation/walkthrough tools) and more importantly provide feedback that is clear, actionable, and that directly addresses the need for improvement.

Slide 20: TTIPS TTLA Handout

Please pay careful attention to the handout **_Turnaround_** Technical Assistance and Associated Costs.

This document has been created for all four options to provide districts with a big picture view of the technical assistance and resources provided by SIRC for those choosing the LEA Design, or those choosing to work with SIRC with the TEA design.

This document was created in order to help guide the design of TTIPS budgets that meet the requirements of the grant.

Pay particular attention to what is required or not required for the TEA or LEA designs, as well as what costs are included at no cost to the LEA versus the costs that are the LEA's responsibility.

One example would be the onsite technical assistance provided by a **_Turnaournd_** specialist, this is required for both the TEA and LEA design and at no cost to the LEA.

Another example would be…. If choosing the TEA Designed Turnaround model.

Annual membership in three-year TTIPS-Texas Turnaround Leadership Academy or (TTLA) with SIRC and the University of Virginia (this membership covers 2-4 team members; and includes lodging, meals, trainers, guest speakers, and materials:

It is required for TEA Design in year 1 and 2 at LEA cost of $52,500 plus travel per year The cost breakdown for the $52,500 is ($15,000 for SIRC training and technical assistance and $37,500 for the UVA program);

Required for the TEA Design in the 3rd year at LEA cost of $15,000 plus travel is continued Technical assistance by SIRC.

These costs are Not applicable to LEA Design.

Another example would be the Campus Snapshot: this is Required for TEA Design in 1st and 3rd year, but it is at no cost to LEA.

It is not required of the LEA Design, but available at estimated LEA cost of $7,000 to $10,000.

We feel these handouts will be invaluable to LEAs as they consider intervention models and budgeting, so please take the time to study the ones applying to options under consideration by the LEA.

You also have a Turnaround side by side chart that details grant requirements and how the technical assistance provided by SIRC as part of the TEA Designed Model fulfills these requirements.

Slide 21: Now let's talk about the Transformation model.

Slide 22: Transformation is designed to increase the **effectiveness of teacher and campus leaders**, improve instruction through **targeted professional** development, and create **community-oriented schools** and provide **operational flexibility** to schools to increase student achievement. Participating campuses and districts will engage in a research- based approach to transform low performing schools into higher achieving community based schools.

Transformation focuses **on building capacity and changing school culture**. Schools best suited for Transformation have **pockets of success and strengths upon which to build** even though they have not been successful for several years. That said, transformation still involves significant change and shifts in culture, expectations and organization. Although transformation more closely resembles school improvement models, it is a much more robust and concentrated approach to transforming from low performing to high performing.

Successful transformation has several characteristics:

Job embedded Professional Development and **increased effectiveness of leadership** on the campus. Also, leadership becomes more distributive over time. Some administrative duties become shared responsibilities based on a common mission. The administrative structure moves away from a top down approach to a more community oriented, shared decision making model.

A clear vision of success shared by all and bolstered by a **positive school climate**. Everyone knows what success looks like for the campus.

Continuous **instructional improvements** and use for **student data** to drive decisions- conversations about data are not just topics on an agenda, but are ongoing and part of every meeting or planning session. Data is part of the culture of the school!

Community and family involvement in all aspects of the school. The school is not just a place for students, but becomes a center of the community.

Operational flexibility granted by the district to fully implement the transformation process- taking on a whatever it takes mentality.

There is a handout in your materials called Transformation required Interventions that lists the required activities and permissible activities for Transformation. **The required activities are on the left side of the page and permissible activities on the right side. We often call this the "Musts and Mays" chart...since it clearly shows activities that MUST occur and activities that you MAY choose as intervention

Slide 23: **Transformation schools MUST**

Replace the principal if he/she was hired prior to the 2008-2009 school year.

There is more guidance on waivers and replacing the principal in the grant overview section in Module 1 by TEA.

TEA will implement flexibility to allow Tier I, Tier II, Tier III grantee campuses that have implemented, in whole or in part, the Transformation 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.

Transformation campuses also use rigorous, transparent, and equitable evaluation systems for teachers and principals

Created with teacher and principal involvement, and

Must take into account student growth and academic achievement

Reward or remove school personnel based on student performance

When achievement data increases, financial incentives may be awarded to teachers and

LEAs have flexibility to determine both the type and number of opportunities for staff to improve their professional practice before they are removed from a school implementing Transformation

Which is job-embedded professional development

aligned with the school's comprehensive instructional program

designed with school staff to ensure they are equipped to facilitate effective teaching and learning-teachers/staff have input into the Professional Development that they need in order to improve student performance

Implement strategies to retain staff- some examples include

-financial incentives

- increased opportunities for promotion and career growth, or

-more flexible work conditions

*These strategies are based on district decisions

Slide 24: Transformation requirements continued….

The **Use of data to identify and implement research-based instructional programs that are**

vertically aligned from one grade to the next, and also

aligned with State academic standards

- This may require some districts that do not have a standardized curriculum to purchase and/or develop a comprehensive curriculum with formative, interim and summative assessments

Promote the continuous use of student data to differentiate instruction

Formative, interim and summative assessments must be used to drive decisions for classroom interventions and professional development

Provide increased learning time-This is an <u>increase in instructional minutes</u>

Student instructional time- required to increase instructional minutes

It can also be teacher professional development and student enrichment activities can be a part, but not all of these additional minutes, and it also

Can incorporate programs to create and build relationships with students *such as advisory periods* as part of an extended day

Provide ongoing mechanisms for family and community engagement-for example

FOR EXAMPLE:

-Partnerships with parents

-Faith based and community groups working with the school

-Health clinics, evening classes for families and other social services, as well as

-Other state and local organizations being involved

Give the school operational flexibility- these campuses have different needs

They may need flexibility with…

Budgeting, staffing and scheduling (examples)

Ongoing intensive technical assistance to support the hard work and unique challenges at the campus will be required by the district, and the

District provides ongoing technical assistance- this includes a District TTIPS office with a district shepherd- there is a handout in your materials that explains the role of the LEA and the district shepherd or designated TTIPS contact

The district should have quick responses to requests for resources or answers to questions-Open dialogue and support

Frequent visits by the district to assess how they can help with operational flexibility, and of course

Celebrate successes and support the campus!!!

Slide 25: On the right hand side of the handout are the activities that you MAY choose to implement. Some of the permissible activities include (but are not limited to)

Implementing school-wide **response to intervention** models

Integrating **technology-based supports** and interventions.

Increase rigor by offering Advanced Placement and International Baccalaureate, project-based learning

Increase graduation rates through credit recovery programs

Establish **early warning systems** to identify **students at risk** of dropping out.

This list is only a few of the possible permissible activities allowed under the Transformation model. See the handout provided for a complete list of requirements and permissible activities.

Slide 26: An LEA can use the required interventions handout to develop their own Transformation model. This will involve the LEA designing activities to meet each required intervention in order to fulfill all grant requirements. If an LEA is considering developing their own Transformation model, you might consider contacting your local Education Service Center for support.

LEA Designed campuses will be provided a case manager at SIRC to answer questions about grant activities and a professional service provider or (PSP) to help the campus meet grant requirements and provide support to principals and the district shepherd.

Slide 27: If and LEA does not design their own model, they can select the TEA Design model the Texas Transformation Project

<u>Texas Transformation Project</u>

The Texas Transformation Project is based on three principles: **improving student achievement by building capacity of school leaders** and teachers, **improving campus climate through social and emotional support** and utilizing **district support to transform systems**.

Key elements of the Texas Transformation Project include extensive training on using data and evaluations systems effectively, job embedded professional development models, comprehensive needs assessment and analysis of school processes, building positive school climate, utilizing community partners, and how to optimize extended learning time. Some of the technical assistance that will be provided will include a professional service provider/case manager, online professional development, and other resources including best practices.

*All grant expectations and activities for the Texas Transformation Project include training, and resources

Now let's go over the elements of the Texas Transformation Project in more detail.

Slide 28: Some of the requirements for the Texas Transformation Project include:

Attending **required summer trainings**

Implementing **Positive Behavior Supports and Interventions, or** (PBIS).

Identify **teacher leaders** to serve in a dual administrative/teacher role to support improvement in instructional quality.

Participate in **online coursework** that includes webinars, chats, and networking activities.

Submitting requested **data for evaluation** purposes and progress monitoring.

Providing **social services via a social worker or other method** on your campus, and to

Participate in **action research.**

Now we will go over the elements of the Texas Transformation Project in more detail.

Slide 29: Campuses selecting the Texas Transformation Project are required to attend a kick-off training. This summer's scheduled dates are:

Aug 8-11

 Aug 30-Sept. 2, or

September 20-23

This training covers grant requirements, technical assistance provided by SIRC, campus team time for planning and implementation, collaboration with your Professional Service Provider or PSP and other valuable resources and support. Required attendees are the campus principal, district designated TTIPS

contact, and teacher leaders. You will leave this valuable training with a clear plan for your next steps for successful implementation of your Transformation.

Once grantees have been announced, registration for these trainings will become available via the TTIPS webpage There will be an additional narrated PowerPoint to help grantees register and to prepare for summer training. Schools are not guaranteed a training date and registration is done of a first come first served basis. Watch the SIRC TTIPS webpage for more information once awards are announced.

Slide 30: One of the requirements of the Texas Transformation Project is PBIS or Positive Behavior Interventions and Supports which is a research based, school wide approach to support positive and proactive school systems that directly impact student behavior and performance. Often referred to as the behavioral component of a comprehensive RTI program, PBIS is a holistic and data driven approach to using data to positively impact student behavior and academics.

You will be provided more information and support for implementing PBIS as part of the summer training. You have a handout that gives and overview of the 10 essential elements of a successful PBIS program in your materials for this module. There will also be a short training module on PBIS posted by SIRC in May to give you additional information about starting or enhancing PBIS on your campus as part of the Texas Transformation Project.

Slide 31: Another important part of the Texas Transformation Project is Teacher leadership. Teacher leaders enhance the work of the Texas Transformation Project by advancing the instructional program on a campus. They will be actively involved in classroom observations, data collection and modeling in order to improve academic performance on the campus.

Teacher leader work is based on data and rapid retry strategies. Teacher leaders will conduct action research and use data to drive professional development and improve instructional quality on your campus.

Teacher Leaders will become a part of the campus leadership team and have an active role in the schools Transformation. They are required participants at all Texas Transformation Project team trainings and critical members of the campus team.

There will be a webinar posted in May on the SIRC TTIPS webpage on how to select your teacher leaders.

Slide 32: When selecting the Texas Transformation Project, campuses are required to hire either a school based social worker or partner with Communities in Schools also known as (CIS). Hiring a school based social worker or engaging CIS will allow your campus to address a level of needs impacting student performance that can't be detected through test scores alone. Both a school based social worker and CIS can help to identify social emotional needs among students and create a program that effectively connects them to resources for support. This social and emotional support may become embedded within the curriculum, located on the campus or found within the community.

Slide 33: As we heard during the Turnaround section, Transforming Classroom Practice, or (TCP) is a process designed to energize instructional leaders to improve the impact their practice has on classroom instruction and learning and therefore on student learning by enhancing the skills of a campus leader to collect, display, discuss, and use classroom walk-through data to prompt reflection and influence effective instructional changes.

TCP also takes practicing instructional leaders from the basics of collecting classroom observation data to dialoguing, collaborating, and reflecting with teachers about multiple data points in such a way as to inspire the teacher to transform their classroom practice to increase their students' learning.

Slide 34: In your materials for this module, you have an overview timeline that covers the major events of the Texas Transformation project for the 3 years of the grant period. Please review this carefully in order to see what events occur during the summer fall and spring of each year that a school participates in the Texas Transformation project. Some highlights from the overview time line are:

The Texas School Improvement Conference or TSI in Austin- This conference focuses on school improvement research and best practices.

The District Institute -this institute looks at innovative ways that districts can better support campuses in need of improvement through research and developing new systems and processes

A District Snapshots-which provides a baseline of data about the districts current operating processes and capability to support the TTIPS grant

A Campus Snapshot:

Which provides valuable data and feedback based on observations and survey data around areas such as school climate and instructional capacity

Site Visits with SIRC- that allow campus to evaluate progress toward grant requirements and activities

Summer Team Trainings- these trainings provide support to campus teams to help with all aspects of the Texas Transformation Project. Teams are given opportunities to network, learn the latest research and develop action plans and next steps.

Again, please read through the Overview Time line carefully if considering the Texas Transformation Project

Slide 35: The roles and responsibilities of the Texas Transformation Project demonstrate the holistic approach and shared responsibility of the Transformation model. The campus leadership team is expanded and leadership is distributed among several individuals in order to increase buy-in and accountability. Opportunities for leadership are encouraged in order to build capacity. You have a handout that shows the various roles and responsibilities for principals, district staff and teacher leaders

Slide 36: Transformation Handouts

Please pay careful attention to the handout Transformation Technical Assistance and Associated Costs.

This document has been created for all four options to provide districts with a big picture view of the technical assistance and resources provided by SIRC for those choosing the LEA Design, or those choosing to work with SIRC with the TEA design.

This document was created in order to help guide the design of TTIPS budgets that meet the requirements of the grant.

Pay particular attention to what is required or not required for the TEA or LEA design, as well as what costs are included at no cost to the LEA versus the costs that are the LEA's responsibility.

One example would be the onsite technical assistance provided by a ***Transfomration*** specialist, this is required for both the TEA and LEA design at no cost to the LEA.

Another example would be…. If choosing the TEA Designed Transformation model.

Annual membership in a three-year TTIPS-Texas Transformation Project (TTP) with SIRC (this includes 5-8 team members receiving training; and includes lodging, meals, materials, trainers, guest speakers):

Membership in the Texas Transformation Project is Required for the TEA Design in 1st, 2nd, and 3rd year at LEA cost of $30,000 per year plus travel per year you also receive continued Technical assistance by SIRC. These costs are not applicable to the LEA design for transformation.

Another example would be the Campus Snapshot: Required for TEA Design in 1st and 3rd year and at no cost to LEA.

Not required for LEA Design, but available at estimated LEA cost of $7,000 to $10,000.

We feel these handouts will be invaluable to LEAs as they consider intervention models and budgeting, so please take the time to study the ones applying to options under consideration by the LEA.

You also have a Transformation side by side that details grant requirements and how the technical assistance provided by SIRC as part of the TEA Designed Model fulfills these requirements.

Slide 37:

- Now we are going to look at some of the similarities between Turnaround and Transformation. Please take a moment to think about all of the ways that these two options are alike.

Some of the similarities you may have thought about include:

The increased learning time

-Increase community-oriented services

 -Job-embedded staff development

-Use of data to drive decisions

-Operational flexibility, and

-Financial incentives and reward to

   retain and recruit staff

Slide 38:

Now let's focus on the **differences** between the two models in order to help LEAs distinguish which model is right for their eligible campuses.

One difference is that for TURNAROUND, you must **replace at least 50% of the staff**

Another difference is the use of locally adopted competencies to evaluate staff effectiveness- but in Transformation, **teacher input is required in these evaluation systems**

For Turnaround the focus is on **leadership competencies and decisive actions** where as

Transformation is a more **holistic model focused on community–oriented philosophy and distributive leadership**

Also, participation in **Texas Turnaround Leader Academy or TTLA** is part of the TEA Designed Turnaround model

Please note that for both models you have a list of questions in your handouts that will help you evaluate which model is best for your campus needs.

Slide 39: From this point on, I am going to be talking about **BOTH** turnaround and transformation as it applies to the district

The role of the district in supporting turnaround and transformation efforts at the campus level cannot be overstated.

Research has highlighted this fact and selection of Turnaround or Transformation as the option for dramatic improvement includes the expectation that the central office will be an active and willing participant for the duration of the program.

Expected involvement includes:

- **Creating and clearly communicating a vision for the participating schools and**

   Identifying dedicated personnel whose role it is to support the participating

   campus(es)

- **Supporting the implementation of purposeful instructional arrangements**

   at the designated campus(es)

- **Making necessary adjustments to budgeting procedures/practices and**

   effectively and efficiently address identify campus needs

- **Providing priority/preferential status in HR practices, and**

recruiting,

   selecting,

   hiring,

   supporting, and retaining

 "Turnaround/transformation" principals, administrative staff, and teachers

Slide 40: **Other district supports include…**

Customizing supplementary support and resources provided to participating campuses

Over and beyond other campuses

Expressing/demonstrating explicit board support and active engagement of the superintendent for Turnaround or Transformation, and

Signing a *Statement of Commitment*

Identifying dedicated personnel whose role is to support the participating campus(es), including a district shepherd

Slide 41: The district designated person or district shepherd is a critical role in any Turnaround or Transformation.

An effective District Shepherd is Invested

> ➢ He or she views role as an integral part of his/her responsibilities

> ➢ Has ownership and feels responsible for campus turnaround or transformation

> ➢ Has authority to influence central office departmental procedures, and

> ➢ Views herself or himself as change agent

Further details regarding the' **roles and responsibilities of district shepherd** are found on your district commitment handout and LEA roles and responsibilities handout, but to give you an idea of the expectations of this important role, I'll highlight some of their roles and responsibilities.

A District shepherds would be expected to

- **Regularly monitors progress on 90-day action plans**

- **Provide feedback to principals when needed**

- **They respond promptly to principal requests for assistance**

- **Holds scheduled meetings with turnaround principals**

- **Assists principals in problem solving, and**

- **Serves as a liaison between the district and**

 program representative, and

- **Provides direct line of communication to the superintendent**

Slide 42: **According to the Center for Innovation and Improvement, there are Pitfalls to avoid for districts implementing transformation and/or turnaround (CII)**

Something you'd want to Avoid is :

Failing to intentionally cultivate a supply of leaders and operators to fix failing schools

Selecting the most readily available rather than best leader to lead TA/Transformation effort

Permitting staff to avoid change

Demonstrating a lack of political will to pursue difficult strategies, including rapid retry

Recycling of underperforming teachers, and

Allowing state and district policies and standard operating procedures that inhibit dramatic change

Slide 43: For tier III Schools, there are additional options…the TEA Alternative Models. These include:

Early College High Schools (ECHS)

T-STEM Academies, and

College for All

Slide 44: **Early College High Schools (ECHS)**

Are autonomous, small schools designed to create a seamless transition between high school and college.

-- They also provide a course of study that enables students to receive both a high school diploma and either an Associate's degree or 60 hours towards a baccalaureate degree.

Slide 45: Early College High Schools (ECHS)

Provide dual credit at no cost to students, and they

-- Offer rigorous instruction and accelerated courses

-- Provides academic and social support services

-- Increases college readiness, and

-- Reduces barriers to college access o

Slide 46: Schools choosing to implement Early College High Schools must…

-- Apply for the designation status through the ECHS designation process.

-- Allow for a pre-implementation period to design, develop and prepared for implementation with guidance of the state approved technical assistance provider

Slide 47: For more information on ECHS you can visit the following links, or contact TEA at 512-936-2597

Slide 48: Another alternative TEA Model is T-Stem Academies

T-STEM Academies…

-- Are rigorous secondary schools focusing on improving instruction and academic performance in STEM areas. Which are Science, technology, engineering and Math

T-STEM schools Use the Design Blueprint to build and implement STEM schools that address the SEVEN benchmarks.

Slide 49: T-STEM Academies SEVEN Benchmarks are…

1. Mission driven leadership

2. School culture and design

3. Student outreach, recruitment, and retention

4. Teacher selection, development, and retention

5. Curriculum, instruction, and assessment

6. Strategic alliances, and

7. Academy advancement and sustainability

Slide 50: Schools implementing T-STEM must…

-- Apply for designation status through the T-STEM designation process, and

-- Allow for a pre-implementation period to design, develop, and prepare for implementation with the guidance of the state approved technical assistance provider.

Slide 51: For more information on T-STEM Academies visit the following link, or contact TEA at 512-463-8211

Slide 52: The final TEA alternative model is College for All, which…

-- Infuses college-ready reforms into an LEA model that enables every student to graduate with a minimum of 12 college-level credits and prepares them to earn postsecondary credential or degree.

Slide 53: College for All strategies include…

1. Comprehensive district approach

2. College-ready curriculum

3. A strong P-16 partnerships, and

4. Comprehensive academic and social supports

5. College-going culture

Slide 54: Schools implementing College for All must…

-- Allow for a pre-implementation period to design, develop and prepare for implementation with the guidance of the state approved technical assistance provider.

Slide 55: For more information on College for All, please TEA 512-936-2283

Slide 56: This concludes Module 3 of the 4 part series for the Texas TTIPS grant Overview session. For more information, please visit TEA's discretionary grants page. We also encourage you to watch all 4 modules before completing your TTIPS Grant Application.

Thank you!