



## Narrowing Questions

*If an LEA answers “No” to any question within each option, it does not meet the requirements of the TTIPS grant for that option.*

### **Closure:**

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Does the LEA have one or more higher achieving schools to which students from a campus under consideration for closure may attend?

Does the LEA’s higher achieving school(s) have the capacity to receive the students from the school being considered for closure?

### **Restart:**

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Are there providers who are willing or available to work in the LEA’s area?

If the provider chooses not to serve all grade levels currently being served at the school, does the LEA have schools with the capacity to serve the remaining students? If no, then the provider must agree to serve all current grade levels for restart to be a viable option.

### **Turnaround:**

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Does the LEA have the capacity to replace 50% of the staff on the targeted campus?

Is the LEA willing to replace the principal if s/he has been assigned to the campus for longer than two years?

Is the LEA willing to grant the principal operational flexibility (e.g., staffing, calendar, budget)?

Is the LEA willing and/or able to establish schedules and implement strategies to provide increased learning time?

Is the LEA willing to provide appropriate social/emotional and community-oriented services?

Will the LEA support strategies (financial incentives, increased opportunities for promotion, and flexible work conditions) designed to recruit and retain staff?

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## Narrowing Questions

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### **Transformation:**

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Is the LEA willing to replace the principal if s/he has been assigned to the campus for longer than two years (Tier I and Tier II)?

Is the LEA willing to grant the school operational flexibility (e.g., staffing, calendar, budget)?

Is the LEA willing and able to increase and provide ongoing mechanisms for parent/community engagement?

Is the LEA willing to develop and utilize rigorous, transparent, and equitable evaluation systems for teachers and principals designed with teacher and principal involvement?

Will the LEA ensure that the school receives ongoing intensive technical assistance?

Will the LEA support strategies (financial incentives, increased opportunities for promotion, and flexible work conditions) designed to recruit and retain staff?

Is the LEA willing and able to establish schedules and implement strategies to provide increased learning time?