Texas Title I Priority Schools (TTIPS) Grant
Cycle 3

Grant Overview & Applicant Conference
Overview of the TTIPS Models

• “Big Picture” View

• Requirements and Permissible Activities

• District Considerations
MODULE 3: RESTART MODEL
OVERVIEW
LEA closes school and re-opens under the management of charter school operator, charter management organization (CMO), or education management organization (EMO) that has been selected through a rigorous review process.
Big Picture View - Restart

Restart School

- Converting to charter
- Charter School Board
- Independent Operator
- Education Management Organization
- Charter Management Organization
- Performance contract
  - Education Management Organization
  - Charter Management Organization

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Big Picture View - Restart

**CMO** – Charter Management Organization

**EMO** – Education Management Organization
Choosing the restart models allows for global (comprehensive) change in operations and grants a campus the authority/autonomy to be innovative in their approach to educating students.
Restart Requirements

• The provider must be selected from the TEA Approved List.

• The restart school must enroll, within the grades it serves, all former students who wish to attend the school.
Restart Requirements

• The provider must be selected through a rigorous selection process
  – Application process - fair procedures, charter decisions, rigorous criteria
    • Academic Achievement
    • Fiscal and Operational Records
    • Potential
• Contract must include terms and provisions to hold the provider accountable for complying with final requirements
Restart Permissible Activities

- LEA has the flexibility to work with providers to develop an appropriate sequence and timetable.
- Restart campuses may implement activities described in the final requirements with respect to other models.
- LEA may choose the Restart option prior to selecting a provider.
- Restart campus may choose to serve fewer grades than were previously served.
Pitfalls to Avoid

- Weak charter statute that limits charter schools’ operational autonomy
- Language requiring majority of teachers to approve conversion to charter status
- Inequitable charter school funding statutes
- Prescriptive district procurement procedures that preclude merit-based selection of restart providers
- Inhibiting autonomy that leads to inhibiting implementation of CMO/EMO or charter school model
- “Conventional wisdom” about degree of prescription outlined in collective bargaining agreements
- Weak/bureaucratic procedures as opposed to performance based—provider selection procedures
- Ambiguous relationship terms
- Failure to consistently implement effective instructional practices
- Undefined accountability metric
- Absence of consequences for failure to meet performance goals
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