**Project Summary**

The Texas Education Agency is committed to improving low-performing schools and supporting LEAs in school improvement efforts. One of the school improvement efforts available to schools is to restart the school. Under this initiative, LEAs would collaborate with a school redesign/design partner to close the school and restart it under the management of a charter school operator, a charter management organization (CMO), or an educational management organization (EMO). School redesign/design partners offer holistic support on all aspects of school design/re-design, have demonstrable results dramatically improving student and school performance or deploy evidence-based strategies, and are selected using a rigorous process. School design/re-design partners may be the selected charter operator, CMO, or EMO.

**LEA Financial Commitment (estimated start-up and annual costs)**

### Start-Up Costs

<table>
<thead>
<tr>
<th>Expense</th>
<th>Estimate</th>
<th>Expense</th>
<th>Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel salaries, wages, benefits</td>
<td>$100,000–350,000</td>
<td>Consulting services</td>
<td>$50,000-$250,000</td>
</tr>
<tr>
<td>General supplies and materials</td>
<td>$0–$25,000</td>
<td>Miscellaneous operating expenses</td>
<td>$0-$200,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0–$100,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Annual, Ongoing Financial Commitments

<table>
<thead>
<tr>
<th>Expense</th>
<th>Estimate</th>
<th>Expense</th>
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</thead>
<tbody>
<tr>
<td>Personnel salaries, wages, benefits</td>
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<td>Consulting services</td>
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</tr>
<tr>
<td>Equipment</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*When possible, TEA staff has estimated costs by major expenditure categories used in the ESSA Consolidated Application and the Expenditure Reporting (ER) System. Costs, such as locally-determined salaries, benefits, and wages, could not be estimated.*

**Project Description**

LEAs should consider taking dramatic action to ensure students in persistently struggling schools have access to better opportunities. Restarting schools, when done with strong leadership and faithful implementation of evidence-based strategies, can ensure students in persistently struggling schools have access to higher quality learning environments. This process entails an LEA identifying a persistently struggling school for turnaround, identifying a charter operator, CMO, or EMO that will take over management of the school, identifying a school redesign/design partner or a school model provider that will assist the new school leadership team to develop an evidence-based school model, providing...
appropriate planning time, and enshrining the new school leadership team with the operational flexibility necessary for a full and effective implementation. The LEA then closes and restarts the school under new leadership and with a new school model.

Goals and Student Achievement Objectives

The goal of restart is to implement evidence-based school models through a comprehensive change in campus staff and instruction. By finding high quality leaders and working with a rigorously-selected redesign partner to restart existing persistently struggling schools, redesigned campuses will – as a result – increase student and school performance.

Expected Outcomes

The list below offers a sample of expected outcomes from successful initiatives formatted as SMART goals (the percentage of ______ will increase from X% to Y% by Z (target date) or the number of _____ will increase from X to Y by Z):

- The percentage of students working at or above grade level on a specific STAAR content area assessment will increase from X% to Y% by Z.
- The percentage of students graduating career or college reading will increase from X% to Y% by Z.
- The percentage of parents that say they are satisfied with school climate or academic instruction, as documented in parent surveys, will increase from X% to Y% by Z.
- The number of highly effective teachers assigned to the specific school in need of comprehensive or targeted support will increase from X to Y by Z.
- The number of students attending schools in need of comprehensive support will decrease to X from Y by Z.
- The number of students attending schools in need of targeted support will decrease from X to Y by Z.
- The percentage of students enrolled in Improvement Required schools (Texas accountability system) will decrease from X% to Y% by Z.

How Will Success Be Measured and Data Sources Available

The success of a restarting a campus is ultimately measured by the performance of the turnaround campus. Campuses will use comprehensive changes to the staff and school model to improve student outcomes. Improved student outcomes at the restarted campus will decrease the number and percentage of students in persistently struggling schools and increase the number and percentage of students in highly rated schools. The restarted campus(es) and the LEA will receive A-F* report cards offering data for assessing the quality of the initiative. LEAs should also track student-level data from the state assessment year-to-year to monitor the campus charter performance and develop a value-add measure for student performance. LEA and school-level data is also available in Texas Academic Performance Reports (TAPR), available online. Resources for the new A-F accountability system are available on the TEA web site.

Training or Support TEA Offers

The Division of System Support and Innovation offers competitive grant opportunities for LEAs with strong redesign plans focused on closing specific low-performing schools. The DSSI will also be developing resources and trainings for campus restarts, and these resources and trainings are expected to be available to LEAs in 2018. In addition, the twenty regional educational service centers (ESCs) offer training and other resources for IR schools, and schools in need of comprehensive or targeted support, previously known as Priority and Focus schools.

TEA collaborates with the Texas Center for District and School Support to provide TAIS training and guidance publications.
Required Activities or Components

The authorizing authority for federal funds is Elementary and Secondary Education Act of 1965 [As Amended by ESSA Through P.L. 114–95, Enacted December 10, 2015]. Per ESSA, LEAs are required to meet the following statutory requirements:

• Give a description of LEA’s required School Support and Improvement Activities.
• Align other Federal, State, and local resources to carry out the activities supported with these funds.
• Change practices and policies to give operational flexibility for effective implementation of campus improvement activities.
• Use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the local educational agency will partner.
• An assurance that each school the local educational agency proposes to serve will receive all the State and local funds it would have received in the absence of these funds.

Program Duration, Timeline, Significant Milestones

The program duration for restarting a campus could range from one to three years and should include a full planning year prior to implementation. Significant milestones related to transformation include the following:

• Identifying, through a rigorous selection process, a school redesign partner.
• Identifying, through a rigorous selection process, a charter operator, CMO, or EMO.
• Planning and implementation of school closure and restart.

Staffing Requirements for LEAs

To redesign a campus through transformation, LEAs should make comprehensive staff and leadership changes at the campus level. More so, the LEA should consider budgeting for costs related to a redesign partner and staffing residencies.

Additional General Information, LEA, Charter, or Other Organizations Need

Resources

• The National Bureau of Economic Research “School Turnarounds: Evidence from the 2009 Stimulus”
• Association for Education Finance and Policy. “The Impact of Turnaround Reform on Student Outcomes: Evidence and Insights from the Los Angeles Unified School District”
• Center on School Turnaround
• School Turnaround Learning Community
• U.S. Department of Education Office of School Turnaround

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