

Texas Title I Priority Schools (TTIPS) Grant Transformation Model

The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:

1. Develop and increase teacher and school leader effectiveness.
 - (A) Replace the principal who led the school prior to commencement of the transformation model;
 - (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - i. Take into account data on ***student growth*** as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - ii. Uses the definition of ***student growth*** as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA). A State may also include other measures that are rigorous and comparable across classrooms.
 - iii. Are designed and developed with teacher and principal involvement;
 - (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
 - (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
 - (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions in order to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
2. Deliver comprehensive instructional reform strategies that:
 - (A) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - (B) 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.
3. Increase learning time and create community-oriented schools.

- (A) Establish schedules and strategies that provide increased learning time (using a longer day, week, or year) and by addressing each of the following areas:
 - i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
 - (B) Provide ongoing mechanisms for family and community engagement.
4. Providing operational flexibility and sustained support.
- (A) Give the school sufficient operational flexibility (such as staffing, scheduling, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Questions to Consider:

- How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
- How will the LEA enable the new leader to make strategic staff replacements?
- What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?
- What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?
- What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?

Additional Resources:

- Center on School Turnaround: <http://centeronschoolturnaround.org/>
- School Turnaround Learning Community: <http://schoolturnaroundsupport.org/home>
- U.S. Department of Education Office of School Turnaround: <http://www2.ed.gov/about/offices/list/oese/ost/index.html>