

Texas Title I Priority Schools (TTIPS) Grant Turnaround Model

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

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, scheduling, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff
3. 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 the turnaround school.
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.
6. 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.
7. 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.
8. Establish schedules and strategies that provide increased learning time (using a longer day, week, or year) and by addressing each of the following areas:
 - (A) 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.
 - (B) 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.

- (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to conduct a formative assessment the campus principal or principal candidates' turnaround leadership capacity.

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 assign effective teachers and leaders to the lowest achieving schools?
- How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
- How will staff replacement be executed? What is the process for determining which staff members remain in the school? What is the process for selecting replacements?
- What supports will be provided to staff members assigned to other schools?
- What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
- What is the LEA's own intervention and implementation capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?
- What changes in operational practice must accompany the infusion of human capital, 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>