

Texas Title I Priority Schools (TTIPS) Grant Whole-School Reform Model

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
 - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving schools.
2. The selected whole-school reform model must be supported by at least one study that demonstrates its efficacy. The federal School Improvement Grant (SIG) office has approved specific whole-school reform models that meet this evidence standard. These approved models are published here:

<http://www2.ed.gov/programs/sif/sigevidencebased/index.html>

These approved models are supported by:

- (A) A study of efficacy that meets What Works Clearinghouse evidence standards without reservations.
 - (B) A study that shows a statistically significant favorable impact on a student academic achievement or attainment outcome.
 - (C) If the study met What Works Clearinghouse evidence standards with reservations, the study includes a large sample and a multi-site sample.
3. Evidence supporting the efficacy of the selected whole-school model must include a sample population or setting similar to the population or setting of the school being served.
4. The whole-school model must be designed to improve academic achievement or attainment.
5. The whole-school model must implement the model for all students in the school.
6. The whole-school reform model must address, at a minimum and in a comprehensive and coordinated manner, the following:
 - (A) school leadership
 - (B) teaching and learning in at least one full academic content area
 - (C) non-academic supports for students
 - (D) family and community engagement

Questions to Consider:

- What are the special features and requirements of the evidence-based, whole-school reform model?
- What are the conditions of the contractual arrangement between the LEA and the model developer?
- Is the model developer also the Lead Partner, or does a third party serve in that capacity?
- 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 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 implementation of this model?
- What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?

Additional Resources:

- Center for 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>
- Approved whole school reform models from the U.S. Department of Education:
<http://www2.ed.gov/programs/sif/sigevidencebased/index.html>