

School Redesign Models

A GUIDE TO CLOSURE AND CONSOLIDATION

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School Redesign Fund (SRF)

The Texas Education Agency is committed to **relentlessly focusing on the students in low-performing schools.**

To this end, the School Redesign Fund (SRF) *aims to increase the number of students in highly rated campuses by supporting districts committed to transforming low-performing schools and creating better options for students.*

SRF provides competitive grant opportunities and technical assistance with the intent to empower and support districts with comprehensive and bold school redesign plans.

School Redesign Conditions

Exceptional applicants will present a strong plan for comprehensive and bold school redesigns. Each of the redesign options has advantages and drawbacks that districts should weigh given their own context and that of the schools they hope to improve. While rigorous evaluation shows that many efforts can improve student outcomes, no single approach is the clear “winner.”

All school redesigns require:

- The **will** to make changes to practice
- The **flexibility** to put in place more effective strategies
- The **capacity** to execute the turnaround plan
- The **community support** to sustain changes over time

All school redesign approaches hinge on good planning and implementation.

School Redesign Models

The Division of System Support and Innovation currently provides competitive grant funding and technical assistance to eligible schools developing and implementing one of the following school redesign models:

- 1. Restart** - Close the low-performing school and open a new school under a charter operator, charter management organization (CMO), or education management organization (EMO).
- 2. Turnaround** – Identify a new principal and engage in a comprehensive change in staff and instructional model.
- 3. Closure/Consolidation** – Close a low-performing school and subsequently enroll students in higher-rated school(s).

Closure & Consolidation

Objective/Goals:

A successful closure & consolidation aims to enroll all displaced students in higher-rated or new school(s) where they may be more likely to improve academic achievement.

Overview:

Under a *closure & consolidation* model, a district develops and implements a plan to close an identified low-performing school and enroll displaced students into higher-rated school(s) or new schools. Core components of a strong plan include, but is not limited to:

- Development of a process to identify low-performing schools for closure
- Analysis demonstrating the receiving school(s) have the proven ability or, if a new school, have the potential to successfully improve the academic achievement of the transitioning students
- Development and execution of plans to ensure that the transitioning students are well supported in their transition to the receiving school(s), including enrollment, counseling, tracking of academic achievement, and provision of targeted academic support
- Development of communications, community engagement, and related activities to inform the community, parents, students, and related stakeholders

When done well, closures & consolidations can result in student learning gains for transiting students

Fordham Institute: School Closure & Student Achievement

This report examines the achievement trends of 22,722 students in grades 3-8 who attended one of the 198 urban schools in Ohio—both district and charter—that shut their doors between 2006 and 2012. These closures disproportionately affected low-income students.

Highlights:

- A majority of transitioning students enrolled in higher-quality schools (see Table #1).
- This impact on math and reading scores was significant and positive for transitioning students who enrolled in higher rated schools (see Table #2).

Implication for School Redesign

School closure can be an effective school redesign tool for increasing student achievement if districts ensure displaced students enroll in higher-quality schools.

“On average, students displaced by the closure of district and charter schools realized significant academic gains. In most cases, these gains began immediately after closure and increased in the second and third years. Overall, across Ohio’s large urban areas, it appears that displaced students benefited from school closure.”

Table #1 - Percentage of district and charter students displaced by closure who enrolled in higher- versus lower quality schools

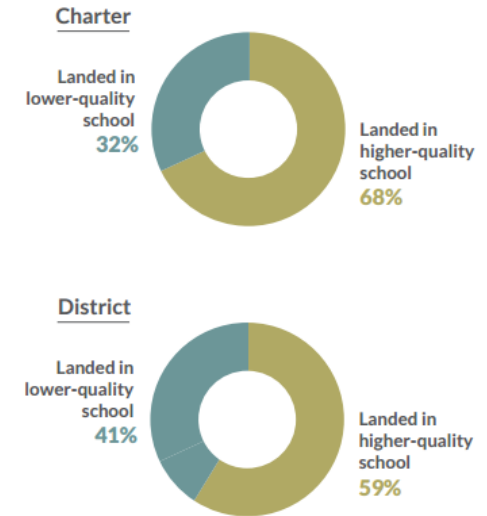
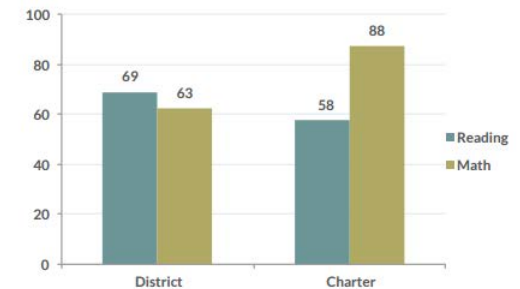


Table #2 - Impact of closure on displaced students who enrolled in higher-quality schools, measured as cumulative learning gains by third year after closure



Closed-school type	Reading impact: Cumulative days of learning gained or lost by third year after closure	Math impact: Cumulative days of learning gained or lost by third year after closure
District	+69	+63
Charter	+58	+88

Guiding Questions

- Does the district have a school performance framework and review process to identify schools to be closed?
- What systems are in place to identify potential receiving campuses?
- Do those systems include an analysis of the receiving schools ability to successfully improve academic achievement for the transitioning students?
- What systems are in place to track and provide targeted support for transitioning students after the campus closure and as they enroll in their new schools?
- What systems are in place to ensure the process is transparent to the local community?
- What is the impact of school closure to the school's neighborhood, enrollment area, or community?
- How will the district engage students, families, and the community during the planning year prior to closure?
- What are the budgetary/sustainability implications of the school closure?
- Can any cost savings from the closure of the campus be used to strengthen the academic programming at the receiving school(s)?

General Resources

National Context

- [University of Chicago: Chicago Publics Schools](#)
- [Fordham Institute: School Closures and Student Achievement \(OHIO\)](#)
- [NYU: High School Closures in New York City](#)

For More Information

Grant Information

Please refer to the program guidelines and resources available on the [TEA Grants Opportunities Page](#).

School Redesign Resources

School redesign guides can be found on the [DSSI website](#). The program area will also use twitter to facilitate a shared collaboration on school redesign resources. Applicants may access and contribute resources via the hashtag - #schoolredesignTX.