

# SCHOOL REDESIGN

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A GUIDE TO SCHOOL REDESIGN PARTNERS

# Outline

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- **School Redesign Fund**
- **School Redesign Partners**
- **Restart**
- **Turnaround**
- **Closure/consolidation**
- **Selecting a School Redesign Partner**
- **Additional Resources**

# School Redesign Fund (SRF)

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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 Partners

School Redesign Partners (SRPs) are external support organizations that work with districts to develop and implement bold and comprehensive school redesigns.

School redesigns can benefit tremendously from the support of a partner. High-performing school redesign partners provide the following advantages:

- *Expand district capacity*
- *Provide turnaround and restart expertise*
- *Increases accountability for school performance*
- *Create campus operational flexibility*

## Eligible School Redesign Partners

- Charter school operators are independent entities— typically non-profit — under contract with governing boards to organize and run a public charter school.
- Charter management organizations (CMOs), non-profit under contract with governing boards, manage multiple public charter schools by centralizing or sharing certain functions or resources.
- Education management organizations (EMOs), for-profit under contract with governing boards, manage multiple public charter schools by centralizing or sharing certain functions or resources.
- Education service providers (ESPs) are nonprofit or for-profit organizations that contract with schools or districts to provide education-related services.

# SRP Roles

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## Restart

- Manages the school
- Provides comprehensive services
- Frequently includes national networks and expertise
- Partner has the ability to hire, place and remove staff
- Performance contract usually exchanges operational flexibility for full accountability

## Turnaround

- Shared management of the school
- Strong collaboration with the LEA and school principal
- Provides comprehensive support services
- Contracts usually include performance and process benchmarks and goals, including specific operational flexibilities

## Closure/Consolidation

- Provides comprehensive support services to support campus closure as well as the transition of students to receiving campuses
- Strong collaboration with the LEA and phase-out principal
- Contracts usually include process benchmarks

# Restart

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Restarts represent a more dramatic intervention compared with district turnaround. The district through a contract substantially transfers management and staffing of the school to an in-district charter operator, charter management organization (CMO), or education management organization (EMO). The experience and competency of a school restart partner should match with the specific needs of the students to be served.

## Guiding Questions –

- How will the district recruit, screen, and select school restart partners?
- Have potential restart partners demonstrated success in similar learning environments?
- Who is the best restart partner for the district – in-district charter operator, CMO, or ESP?
- Is the district prepared to give the restart partner operational flexibility?
- How will the district match an approved restart partner to a specific campus?
- Is the district prepared to give accountability to a restart partner?

## National SRP Examples

- [Academy for Urban School Leadership \(AUSL\) – Chicago](#)
- [Louisiana “Operator” Partners](#)
- [Partnership for LA Schools](#)
- [UP Education Network](#)

# Turnaround

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The district through a contract selects an SRP to take the lead on developing and implementing a school redesign (e.g. education plan, talent plan, school culture plan). The experience and competency of an SRP should match with the specific needs of the students to be served.

## Guiding Questions –

- Does the district have a comprehensive strategy to bring about dramatic school improvement?
- How will the district recruit, screen, and select the turnaround SRP?
- What potential SRPs have demonstrated success in similar environments?
- Is the district prepared to give the turnaround campus increased operational flexibility?
- How will the district match an approved SRP to the turnaround campus?
- Is the district prepared to take accountability for school improvement efforts?

## National SRP Examples

- [Atlanta Public Schools Turnaround Partners – Purpose Built Schools and The Rensselaerville Institute](#)
- [CA Group](#)
- [Louisiana “Whole School Design” Partners](#)
- [Transcend](#)

# Closure/Consolidation

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The district through a contract selects an SRP to take the lead on developing and implementing a school redesign (e.g. education plan, talent plan, school culture plan). The experience and competency of an SRP should match with the specific needs of the students to be served.

## **Guiding Questions –**

- Does the district have a transition strategy to support displaced students and receiving campus(es)?
- How will the SRP increase short-term capacity for community engagement and transition support?
- What potential SRPs have demonstrated success in similar environments?
- How will the district recruit, screen, and select the SRP?
- How will the district ensure service provided to receiving campuses are supplemental in nature and directly related to the displaced students?

# Selecting a School Redesign Partner

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Districts applying for Title I funds to support school redesign must use a rigorous review process to recruit, screen, select, and evaluate any external support organizations with whom the local educational agency will partner. Ideally, the district and selected in-district charter operator, CMO, EMO or ESP will engage in a thorough planning process for up to one year before implementation of a restart or turnaround.

## **TEA Program Requirement**

- Outline of the specific qualifications and experience of the external operator. If the external operator has not been identified, applicants should describe the selection criteria for an external operator with a track-record of increasing student achievement in low-performing schools and/or similar learning environments.

# Additional Resources

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## National Turnaround Resources:

- [Atlanta Public Schools Turnaround Partners – sample partnership contracts](#)
- [School Turnaround Learning Community – WestEd](#)
- [US DOE – Profiles of School Turnaround Sites in Selected Sites](#)
- [UVA School Turnaround Program](#)

## National Restart Resources:

- [School Restarts Guide and Examples – Public Impact and EdPlex](#)
- [Indianapolis Public Schools’ Innovation Restart Model](#)
- [Chartering Turnaround – National Alliance for Public Charter Schools & The Center on School Turnaround](#)
- [WestEd](#)
- [The Role of Charter Restarts in School Reform - New School Venture Fund](#)