Turnaround Model Overview

Teachers and Leaders	Instructional and Support Strategies	Time and Support	Governance
• Replace principal • Use locally adopted "turnaround" competencies to review and select staff for school (rehire no more than 50% of existing staff) • Implement strategies to recruit, place and retain staff	• Select and implement an instructional model based on student needs • Provide job-embedded PD designed to build capacity and support staff • Ensure continuous use of data to inform and differentiate instruction	• Provide *increased learning time* • Staff and students • Social-emotional and community-oriented services and supports	• New governance structure • Grant operating flexibility to school leader

May also implement any of the required or permissible strategies under the Transformation Model

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Restart Model Overview

Restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected **through a rigorous review process.**

➢ A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

➢ A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.

➢ As part of this model, a State must review the process the LEA will use/has used to select the partner.

School Closure Model Overview

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are **higher achieving**.

- These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- Office for Civil Rights Technical Assistance Module-- Struggling Schools and School Closure Issues: *An Overview of Civil Rights Considerations*

Transformation Model Overview

Teachers and Leaders	Instructional and Support Strategies	Time and Support	Governance

• Replace principal
• Implement new evaluation system
  • Developed with staff
  • Uses student growth as a significant factor
• Identify and reward staff who are increasing student outcomes; support and then remove those who are not
• Implement strategies to recruit, place and retain staff
	• Select and implement an instructional model based on student needs
	• Provide job-embedded professional development designed to build capacity and support staff
	• Ensure continuous use of data to inform and differentiate instruction
		• Provide *increased learning time*
		  • Staff and students
		• Provide ongoing mechanism for community and family engagement
		• Partner to provide social-emotional and community-oriented services and supports
			• Provide sufficient operating flexibility to implement reform
			• Ensure ongoing technical assistance

An LEA with nine or more Tier I and Tier II schools may not implement the Transformation Model in more than 50% of those schools.

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