



Comparison of Turnaround and Transformation Models

Turnaround and Transformation models are two of four models to be implemented by schools accepting a School Improvement Grant (SIG). The other two models are Closure and Restart (charter). Turnaround and Transformation have similarities and differences. The purpose of this document is to show these similarities and differences. Similar elements are listed in purple. Elements unique to Turnaround are in red. Elements unique to Transformation are shown in green. “Permissible activities” are in italics.

Elements of Turnaround Model	Corresponding Transformation Model Elements
<p>(1) A turnaround model is one in which an LEA must:</p> <p>(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<p>(1) Developing and increasing teacher and school leader effectiveness.</p> <p>(i) Required activities: The LEA must –</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model.</p> <p>(4) Providing operational flexibility and sustained support.</p> <p>(i) Required activities: The LEA must –</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>
<p>(ii) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.</p>	<p>(1) Developing and increasing teacher and school leader effectiveness.</p> <p>(i) Required activities: The LEA must –</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that -</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates.</p> <p>(2) Are designed and developed with teacher and principal involvement.</p>
<p>(A) Screen all existing staff and rehire no more than 50 percent.</p>	
<p>(B) Select new staff.</p>	
<p>(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround</p>	<p>(1) Developing and increasing teacher and school leader effectiveness.</p> <p>(i) Required activities: The LEA must –</p> <p>(C) Identify and reward school leaders, teachers, and other staff</p>

Elements of Turnaround Model	Corresponding Transformation Model Elements
<p>school.</p>	<p>who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>(1) Developing and increasing teacher and school leader effectiveness.</p> <p>(ii) Permissible activities: <i>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as:</i></p> <p>(A) <i>Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.</i></p> <p>(4) Providing operational flexibility and sustained support.</p> <p>(i) Required activities: The LEA must –</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>
<p>(iv) Provide staff with 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.</p>	<p>(1) Developing and increasing teacher and school leader effectiveness.</p> <p>(i) Required activities: The LEA must –</p> <p>(D) Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>
<p>(v) 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</p>	<p>(4) Providing operational flexibility and sustained support.</p> <p>(ii) Permissible activities: <i>The LEA may also implement other</i></p>

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<p>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.</p>	<p><i>strategies for providing operational flexibility and intensive support, such as –</i></p> <p>(A) <i>Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.</i></p>
<p>(vi) 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.</p>	<p>(2) Comprehensive instructional reform strategies.</p> <p>(i) Required activities: The LEA must –</p> <p>(A) 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.</p>
<p>(vii) 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.</p>	<p>(2) Comprehensive instructional reform strategies.</p> <p>(i) Required activities: The LEA must –</p> <p>(B) 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.</p>
<p>(viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice).</p>	<p>(3) Increasing learning time and creating community-oriented schools.</p> <p>(i) Required activities: The LEA must –</p> <p>(A) Establish schedules and implement strategies that provide increased learning time (as defined in this notice).</p>
<p>(ix) Provide appropriate social-emotional and community-oriented services and supports for students.</p>	<p>(3) Increasing learning time and creating community-oriented schools.</p> <p>(ii) Permissible activities: <i>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as:</i></p> <p>(A) <i>Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs.</i></p> <p>(B) <i>Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.</i></p> <p>(C) <i>Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.</i></p>

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	(D) <i>Expanding the school program to offer full-day kindergarten or pre-kindergarten.</i>
(2) A turnaround model may also implement other strategies such as: (i) Any of the required and permissible activities under the transformation model	All items in Transformation Model.
(ii) A new school model (e.g., themed, dual language academy).	(2) Comprehensive instructional reform strategies. (ii) Permissible activities: <i>An LEA may also implement comprehensive instructional reform strategies, such as:</i> (E) <i>In secondary schools:</i> (1) <i>Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.</i>

Unique Transformation Model Elements

	<p>(1) Developing and increasing teacher and school leader effectiveness.</p> <p>(ii) Permissible activities. <i>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as:</i></p> <ul style="list-style-type: none"> (A) <i>Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</i> (B) <i>Instituting a system for measuring changes in instructional practices resulting from professional development; or</i> (C) <i>Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.</i>
	<p>(2) Comprehensive instructional reform strategies.</p> <p>(ii) Permissible activities: <i>An LEA may also implement comprehensive instructional reform strategies, such as:</i></p> <ul style="list-style-type: none"> (A) <i>Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.</i> (B) <i>Implementing a schoolwide "response-to-intervention" model.</i> (C) <i>Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.</i> (D) <i>Using and integrating technology-based supports and interventions as part of the instructional program.</i>
	<p>(2) Comprehensive instructional reform strategies.</p> <p>(ii) Permissible activities. <i>An LEA may also implement comprehensive instructional reform strategies, such as:</i></p> <ul style="list-style-type: none"> (E) <i>In secondary schools:</i> <ul style="list-style-type: none"> (2) <i>Improving student transition from middle to high school through summer transition programs or freshman academies;</i> (3) <i>Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.</i>

Unique Transformation Model Elements

	<p>(4) <i>Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</i></p> <p>(3) Increasing learning time and creating community-oriented schools.</p> <p>(i) Required activities. The LEA must: (B) Provide ongoing mechanisms for family and community engagement.</p>
	<p>(4) Providing operational flexibility and sustained support.</p> <p>(i) Required activities. The LEA must: (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
	<p>(4) Providing operational flexibility and sustained support.</p> <p>(ii) Permissible activities. <i>The LEA must also implement other strategies for providing operational flexibility and intensive support, such as:</i> (B) <i>Implementing a per-pupil school-based budget formula that is weighted based on student needs.</i></p>