

# Priority Schools Intervention Models

TRANSFORMATION	TURNAROUND	RESTART	CLOSURE	NON-SIG FUNDED
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Replace Principal	Replace principal	Converts to charter	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 <b>higher achieving</b> .	Replace principal or demonstrate to the SEA that the current principal has a proven track record in improving achievement and has the ability to lead the turnaround effort.
Implement New Evaluation System <ul style="list-style-type: none"> <li>Developed with staff</li> <li>Uses student growth as a significant factor</li> </ul>	Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff).	Charter School Board <ul style="list-style-type: none"> <li>Independent Operator</li> <li>Education Management Organization</li> <li>Charter Management Organization</li> </ul>	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.	Implement strategies to recruit, place and train staff.
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.	Performance Contract <ul style="list-style-type: none"> <li>Education Management Organization</li> <li>Charter Management Organization</li> </ul>	ESTABLISH CLEAR PROCEDURES AND DECISION CRITERIA  Include key stakeholders, including business and community leaders, in developing criteria for closing schools.	Prevent ineffective teachers from transferring to <i>Priority</i> schools and retain only those in the <i>Priority</i> school determined to be effective.

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			<p>Develop consistent and data-based method of assessing school performance, such as a performance index, that supplements state-level academic achievement data and that is uniformly applied to schools across the district.</p>	<p>Implement new evaluation system developed with staff and which uses student growth as a significant factor</p>
<p>Implement Strategies to recruit, place and retain staff.</p>	<p>Select and implement an instructional model based on student needs.</p>	<p>Define explicit expectations for performance.</p>	<p>OPERATE TRANSPARENTLY            Communicate the decision to close schools, through Ongoing and upfront communication with the school board or school committee members.</p> <p>Keeping the district leadership and school board unified (example: asking school board members to vote on a slate of closures, rather than individual school closures).</p>	<p>Select and implement an instructional model based upon research, student needs and aligned with the state-adopted Common Core State Standards.</p> <p>Provide job-embedded PD designed to build capacity and support staff.</p>

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			Developing and articulating a clear rationale for the school closures, including the immediate benefit that students will receive as a result of the school closure.	
Select and implement an instructional model based on student needs .	Provide job-embedded PD designed to build capacity and support staff.	Empower high capacity school leaders to make dramatic changes absent avoidable intrusion from external governing bodies (e.g., state, school district, or authorizer).	PLAN FOR TRANSITION Plan for orderly transition of students AND staff in both closing school and receiving schools.	Ensure continuous use of data to inform and differentiate instruction.
Provide job-embedded professional development designed to build capacity and support staff.  Ensure continuous use of data to inform and differentiate instruction.	Ensure continuous use of data to inform and differentiate instruction .  <i>Provide increased learning time</i> <ul style="list-style-type: none"> <li>• Staff and students</li> </ul>	Create a positive new school culture that will catalyze success.  Recruit and retain skilled and committed educators to the schools and classrooms with the greatest need.	METHODICAL PLANNING & IMPLEMENTATION	Implement strategies to address identified needs indicated by student subgroup data presented by OIP needs assessment.  Partner to provide social-emotional and community-oriented services and supports.
<i>Provide increased learning time</i> <ul style="list-style-type: none"> <li>• Staff and students</li> </ul>	Social-emotional and community- oriented services and supports.	Satisfy and engage parents in order to keep them in public schools.		Grant flexibility to the school leader in the areas of scheduling, staff, curriculum and budget.

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Provide ongoing mechanism for community and family engagement .	New governance structure	Follow all components of the transformation model except replacement of the Principal.		
Partner to provide social-emotional and community-oriented services and supports.	Grant operating flexibility to school leader.			
Provide sufficient operating flexibility				
Ensure ongoing technical assistance				

Resource Link: <http://www.centerii.org/webinars/>

ESEA Waiver: 2D Priority Schools; pages. 85-92

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