

# REGIONAL EDUCATIONAL LABORATORY

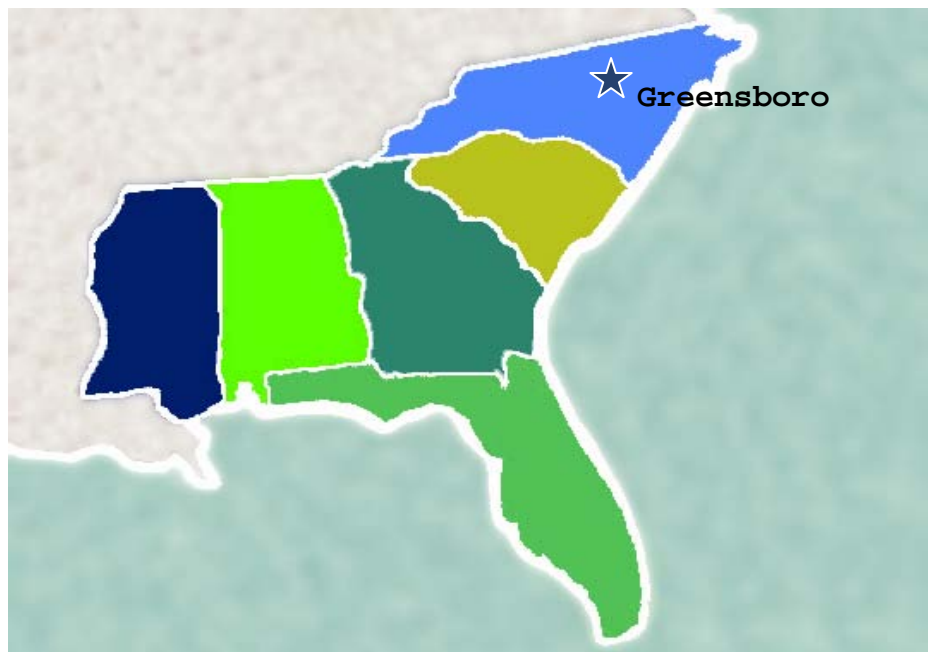
## SOUTHEAST ~ SERVECenter

June 2010, EBE # 652

### EVIDENCE BASED EDUCATION REQUEST DESK

#### OUR GOAL

To assist educators and policymakers in their efforts to apply the evidence base to decisions about policies, programs, and practices they encounter.



#### REQUEST:

- Which states are using which turnaround models, as represented in the recent U.S. Department of Education's *Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act*?

#### RESPONSE

A search for state-level policies on turnaround models was completed based on the targeted states list provided. According to ED, 30 states turned in applications for School Improvement Funds. Of those 30 states, 13 are included in the target list (LA, MS, FL, TN, CA, IL, and NE do not have an application on file for School Improvement Grants). Many states appear to not prescribe a blueprint turnaround model but allow individual LEAs to determine what model they will use for each individual school based on the school's needs. (Information is not yet available on the choices made by individual LEAs. LEA school improvement grants are due to State Departments of Education May 2010.) Where state-level turnaround options are prescribed, the options do not always fit neatly into one of the four blueprint turnaround model categories. Generally speaking, though, prescribed state-level turnaround options are most likely to be similar to, first, the Restart model (approximately 54%), followed by the Turnaround model (approximately 30%), the Transformation model (approximately 14%), and, lastly, the School Closure model (approximately 3%).

If you have any questions regarding this document, please contact the  
REL-SE, 1-800-755-3277 or RELSoutheast@serve.org

The ESEA (reauthorization) Blueprint for Reform addresses four major areas: (1) Improving teacher and principal effectiveness to ensure that every classroom has a great teacher and every school has a great leader; (2) Providing information to families to help them evaluate and improve their children's schools and to educators to help them improve their students' learning; (3) Implementing college- and career-ready standards and developing improved assessments aligned with those standards; and (4) Improving student learning and achievement in America's lowest-performing schools by providing intensive support and effective interventions (USDOE, 2010).

The Title I School Improvement Grant program makes funds available to states by formula to help them target the bottom 5 percent of U.S. schools, or approximately 5,000 chronic underperforming schools nationwide. Local school districts compete for the funds while identifying the schools they want to overhaul and then determine which of four models is most appropriate:

- **TRANSFORMATION MODEL:** Replace the principal and improve the school through comprehensive curriculum reform, professional development, extending learning time, and other strategies.
- **TURNAROUND MODEL:** Replace the principal, screen existing school staff, and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learning time, and other strategies.
- **RESTART MODEL:** Convert a school or close it and reopen it as a charter school or one that is under an education-management organization.
- **SCHOOL CLOSURE:** Close the school and send the students to higher-achieving schools in the district.

According to the Blueprint, awards will be available for 3 years to implement one of the models above. After the 3 years, an additional 2 years of funding will be available for those making progress. The Secretary will reserve funds for supplemental activities to enhance schools improvement (USDOE, 2010).

The table below provides an alphabetical listing of the targeted states list with a description of their restructuring process, how it is like the turnaround models listed in the Blueprint, and, where available, contact information and relevant websites related to the state's model.

**Alabama**

<p><b>Turnaround Model</b></p>	<p><b>Option 1—similar to the Transformation Model</b>  <b>Option 2—similar to Turnaround Model</b>  <b>Option 3—not similar to any of the four blueprint models and allows LEAs to choose a restructuring model that has had proven results.</b></p>
<p><b>Description</b></p>	<p>According to the Alabama State Department of Education document <i>School Improvement Plan RESTRUCTURING ATTESTATION For Title I: Schools in Improvement Year 4 and Beyond</i>, “According to No Child Left Behind, Act 2001, Title I, Section 1116(b)(8), and the state’s Rewards and Sanctions System, LEAs with schools in Title I School Improvement Year 4 and beyond are required to lead these schools to initiate restructuring efforts. At the LEA and school level, restructuring efforts involve choosing, planning for, and implementing one or more of the Options listed below.</p> <p>For example, a School chooses an option in SI Year 4 and begins the planning process for restructuring. The same school would now be in the implementation phase, having thoughtfully laid the groundwork for reform options that will significantly improve student achievement.</p> <p>Please indicate the option(s) which the LEA/school is choosing to Plan For/Implement this school year and attach a narrative detailing actions and benchmarks in the reform process:  Option 1: Replacing or restructuring personnel who are relevant to the failure to make Adequate Yearly Progress.  Option 2: Restructuring the governance of the school and/or the LEA...  Option 3: Employing any other major restructuring reform to improve student academic achievement that has substantial promise of enabling the school to make Adequate Yearly Progress. Please attach a brief description of how this option is being/will be implemented.”</p>
<p><b>Time in NI status</b></p>	<p>3—Restructuring begins in year 4.</p>
<p><b>Contact info</b></p>	<p><b>Contact info</b>  Contact: Maggie Rivers, Director, Federal Programs, Alabama Department of Education, 5348 Gordon Persons Building, 50 North Ripley Street, Montgomery, AL 36104, 334-242-8199, email <a href="mailto:mrivers@alsde.edu">mrivers@alsde.edu</a></p>

## California

<b>Turnaround Model</b>	<b>Not similar to any of the four Turnaround models</b>
<b>Description</b>	<p>According to the Center on Innovation and Improvement, School Assistance and Intervention Teams (SAIT) provide intensive support and monitoring to assist state-monitored schools in improving student learning.</p> <p>There are a couple of ways to identify schools for intervention: through the Immediate Intervention/Underperforming Schools Program (II/USP) or High Priority Schools Grant Program (HPSGP). Through either path, schools must meet their program’s definition of significant growth, based on the results of the Schoolwide Academic Performance Index (API), or the school is deemed state-monitored. Each school participating in either the II/USP or HPSGP must meet its program’s definition of significant growth each year until the school exits the program. Education Code sections 52055.5, 52055.51, and 52055.650 require the State Superintendent of Public Instruction, with the approval of the State Board of Education, to impose various sanctions on state-monitored schools.</p> <p>One option is to require the district to enter into a contract with a SAIT. The purpose of a SAIT is to investigate and provide intensive support and monitoring to assist state-monitored schools in improving student learning.</p>
<b>Time in NI status</b>	NA (there was no timeframe for NI status mentioned in the information found)
<b>Contact info</b>	Intervention Assistance Office: 916-319-0836

## Connecticut

<b>Turnaround Model</b>	<p><b>Options 1, 3, and 4—similar to the Restart model</b></p> <p><b>Option 2—similar to the Turnaround model</b></p> <p><b>Option 5—not similar to the four Blueprint models</b></p>
<b>Description</b>	<p>According to the Center on Innovation and Improvement, Connecticut’s restructuring policy is presented in the state’s December 2005 The Board Report, a summary of the meeting of the State Board of Education: “NCLB requires that schools which receive Title I funds and do not meet Connecticut benchmarks for two consecutive years be placed on a continuum of school improvement. The fifth year of school improvement is called <i>restructuring</i>. Districts that fall into this category must (1) reopen as a</p>

	charter school; (2) replace all or most of the school staff members who are responsible for the failure to make adequate yearly progress; (3) enter into a contract with an entity that has a demonstrated record of effectiveness to operate the public school; (4) turn the operation over to the state, if permitted by state law and agreed to by the state; or (5) implement any other major restructuring of the governance arrangement that makes fundamental reforms which result in improved student academic achievement and show promise of enabling the school to make AYP.”
<b>Time in NI status</b>	4—restructuring starts in year 5
<b>Contact info</b>	<p>Education Consultant  School Improvement/NCLB Connecticut State  Department of Education  165 Capitol Avenue  Hartford, CT 06145  <a href="mailto:michelle.rosado@ct.gov">michelle.rosado@ct.gov</a></p> <p>Marlene Padernacht  Title I Coordinator  Connecticut State Department of Education  165 Capitol Avenue  Hartford, CT 06145  <a href="mailto:marlene.padernacht@ct.gov">marlene.padernacht@ct.gov</a></p>

### District of Columbia

<b>Turnaround Model</b>	<p><b>Years One and Two not similar to any of the Blueprint models</b></p> <p><b>Year Three—Similar to the Turnaround model</b></p> <p><b>Year Four—Similar to the Restart model</b></p> <p><b>Year-Five—School Closure as a last resort</b></p>
<b>Description</b>	<p>According to the Center on Innovation and Improvement <i>Newsletter: NCLB News, 1(2)</i>, Winter 2003: “NCLB Corner” This section of the newsletter outlines the significance of NCLB to the D.C. Public Schools and shows how DCPS is making strides in addressing the implementation of the law that focuses on restructuring with closure as a final option. The newsletter states that NCLB outlines the requirements of the identification of schools in need of “school improvement and lists summaries of those phases.” There are five phases of school improvement:</p> <ul style="list-style-type: none"> <li>• Year One (and all subsequent years): DCPS must provide students of identified</li> </ul>

	<p>schools the option of transferring to a high-performing school.</p> <ul style="list-style-type: none"> <li>• Year Two: Supplemental service provider options must be made available to students and parents.</li> <li>• Year Three: As part of “corrective action,”the school must undergo dramatic changes, possibly including staffing changes, decreases in management authority, extended day or year programs, and restructuring.</li> <li>• Year Four: “Restructuring” is required with the goal of achieving “alternative governance.”</li> <li>• Year Five: The final step again focuses on restructuring with closure as a final option.</li> </ul> <p>Consolidations and Rightsizings in DC Public Schools: This webpage contains transitional plans of education consolidation summary reports and information regarding budgets, boundary summaries, and checklists for relocations.</p>
<b>Time in NI status</b>	Each year in NI has a different approach to restructuring
<b>Contact info</b>	NA

**Florida**

<b>Turnaround Model</b>	<p><b>Options One, Three, and Four—similar to the Restart model</b></p> <p><b>Options Two and Five—similar to the Turnaround model</b></p>
<b>Description</b>	<p>According to the Center on Innovation and Improvement, the District role for restructuring schools specifies: “No later than the beginning of the school year following the year in which the district begins its planning, the district shall implement one of the following alternative governance arrangements for the school consistent with State law:</p> <ol style="list-style-type: none"> <li>1. The district must reopen the school as a public charter school.</li> <li>2. The district must replace all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress.</li> <li>3. The district must enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.</li> <li>4. The district must turn the operation of the school over to the state if permitted under state law and agreed to by the State.</li> <li>5. The district must implement any other major restructuring of the school’s governance arrangements that makes fundamental reforms, such as significant changes in the school’s staffing and governance, to improve student academic</li> </ol>

	<p>achievement in the schools and that has substantial promise of enabling the school to make adequate yearly progress as defined by the State.”</p> <p>The state proposal is: “For schools that are not required to restructure due to Assistance Plus, allow districts to choose one, or a combination of more than one, restructuring action for each school identified for restructuring to implement. One-hundred percent (100%) of the students in the school must be part of the restructuring plan. Districts must submit their choice, their implementation plan with a timeline, and a monitoring plan to the Department for approval no later than March 1, 2007, for implementation starting no later than the first day of the 2007–2008 school year.”</p> <p>Finally, the concluding slide in this document states that it is the “district’s responsibility to conduct implementation and monitoring of school restructuring,” and the “State’s responsibility to provide technical assistance for, and monitoring of, district school restructuring plans.”</p>
<b>Time in NI status</b>	Schools that have been in NI since 02–03 school year
<b>Contact info</b>	<p>Angelia Turner, Bureau Chief, School Improvement  Florida Department of Education  Bureau of School Improvement  325 W. Gaines Street, Room 444  Tallahassee, FL 32399  angelia.turner@fldoe.org  Phone: 850-245-0426  Phone: 850-245-0422  Fax: 850-245-0826</p> <p><a href="https://www.fldoe.org/ARRA/pdf/StatePlanforIndicator-d-4.pdf">https://www.fldoe.org/ARRA/pdf/StatePlanforIndicator-d-4.pdf</a></p>

## Georgia

<b>Turnaround Model</b>	<p><b>Differentiated Accountability Plan:</b></p> <p><b>Improvement Status</b>—not similar to any of the Blueprint models.</p> <p><b>Corrective Action</b>—options available are similar to the Turnaround and Restart models.</p> <p><b>State Directed Schools</b>—similar to the Transformation model, but the principal is not replaced.</p>
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<b>Description</b>	Offers different interventions depending on the year of Needs Improvement status. Some interventions include offering School Choice, SES, Replacing principal and staff, extended day, and State-level intervention. NI 1&2—Improvement NI 3 &4—Corrective Action Status Interventions are more severe depending on what Tier I-III the school falls in. NI 5—State directed status
<b>Time in NI status</b>	Different intervention for year in NI ranging from 1–5 years in NI status
<b>Contact info</b>	NA

### Illinois

<b>Turnaround Model</b>	<b>Options 1 and 3—similar to the Restart model</b> <b>Options 2 and 4—similar to the Turnaround model</b>
<b>Description</b>	<p>According to the Center on Innovation and Improvement, Restructuring Options: “Under federal and state law, each school restructuring plan developed by the district must indicate the district is planning to undertake one or more of the following actions in the affected school. (23 Ill. Adm. Code 1.85 (d)(1))</p> <ol style="list-style-type: none"> <li>1. Charter School: Reopen the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/27A);</li> <li>2. Staffing: Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make adequate yearly progress;</li> <li>3. Contracting: Enter into a contract with an entity, such as a private management company with a demonstrated record of effectiveness, to operate the school as a public school; or</li> <li>4. Other Major Restructuring: Implement any other restructuring of the school’s governance that makes fundamental reform in: <ol style="list-style-type: none"> <li>i. Governance and management; and/or</li> <li>ii. Financing and material resources; and/or</li> <li>iii. Staffing.</li> </ol> </li> </ol> <p>“Whichever option the district selects, the plan must meet the requirements for approval described in Part II of this guidance. Illinois guidance provides examples of actions a district may take in the affected school under each of these options. The listed actions are not meant to be exhaustive. A district’s school restructuring plan may identify other actions tailored to the conditions within the</p>



	district and the needs of the affected school.”
<b>Time in NI status</b>	A restructuring plan must be made if no improvement is made by year 5. After the plan is submitted, it must be implemented in year 7 if no improvement is made again in year 6.
<b>Contact info</b>	<p>Donna Luallen, Division Administrator,  Accountability Division  Illinois State Board of Education  100 N. 1st Street  Springfield, IL 62777  866-262-6663  100 W. Randolph  Suite 14-300  Chicago, IL 60601  312-814-2220</p> <p>Donna Luallen, Phone: 217-782-2948  dluallen@isbe.net  Gail Buoy gbuoy@isbe.net  Carol Diedrichsen cdiedric@isbe.net  Sharryon Dunbar sdunbar@isbe.net  All three at 217-524-4831 or 217-524-4832  Gail Lieberman glieberm@isbe.net or  217-782-6510  From Illinois Guidance for Restructuring: Broad Strokes, December 2005</p>

**Kansas**

<b>Turnaround Model</b>	<b>Integrated Support Teams—Not similar to any of the Blueprint models, but has some characteristics of the Transformation and Restart models.</b>
<b>Description</b>	According to the Center on Innovation and Improvement, In the Kansas State Department of Education’s Consolidated State Performance Report 2003–2004, when asked to “Briefly describe the measures being taken to address the achievement problems of schools identified for improvement, corrective action, and restructuring,” the Kansas State Department of Education responded, “The Learning Services Division of the Kansas State Department of Education formed Integrated Support Teams (IST) to provide technical assistance and support to schools and districts identified for improvement, corrective action and restructuring. Each IST includes staff from the School Improvement and

	<p>Accreditation Team, the Student Support Services Team (special education) and the State and Federal Programs Team. There were eight Integrated Support Teams and each was assigned to a region of the state. Each IST worked with the schools and districts that were on improvement in their assigned regions. The work includes technical assistance and help in analyzing State assessment results and other data, determining specific areas for improvement, identifying strategies that work and finding additional resources (i.e., reading experts) to assist schools. In addition to the Integrated Support Teams, the Kansas State Department of Education invited outside entities such as the educational service center which focus on school improvement, curriculum, instruction, and assessment to also work with the schools and districts.</p>
<b>Time in NI status</b>	NA (there was no timeframe for NI status mentioned in the information found)
<b>Contact info</b>	<p>See attached Documents          Bill Hagerman, Director, State and Federal Programs, Kansas Department of Education,          785-296-2306, 120 SE 10th Avenue, Topeka,          Kansas 66612-1182, email whagerman@ksde.org</p>

### Kentucky

<b>Turnaround Model</b>	<b>Special audit team will choose one of the four Blueprint models for each school based on a thorough assessment of needs.</b>
<b>Description</b>	<p>According to <i>Education Week</i>, KDU created special audit teams to assess the individual needs of each school. The audit team will recommend 1 of the 4 Turnaround options based on their assessment of each of the 10 individual schools that has been chosen to implement a turnaround strategy. (Kentucky has identified 10 schools to receive intervention beginning fall 2010. Other schools will begin implementing strategies in the following school year. Of the 10 schools 6 are in Jefferson County; 4 high schools and 2 middle schools. The superintendent prefers the Turnaround model but the audit teams may suggest something different for the schools based on their assessments.)</p> <p>Kentucky will focus on 10 schools in the 2010–2011 school year. Additional schools in restructuring will be added the following school year.</p>
<b>Time in NI status</b>	NA (there was no timeframe for NI status mentioned in the information found)

<b>Contact info</b>	<p><b>Lisa Gross</b>  500 Mero Street, 6th Floor CPT  Frankfort, KY 40601  Phone: 502-564-2015  <a href="mailto:Lisa.Gross@education.ky.gov">Lisa.Gross@education.ky.gov</a>  <a href="http://www.edweek.org/ew/articles/2010/04/21/29turnaround.h29.html?tkn=MVOFzTK7GoN9nhMHXvQaRqDbQGxkeCIu42Ug&amp;cmp=clp-edweek">http://www.edweek.org/ew/articles/2010/04/21/29turnaround.h29.html?tkn=MVOFzTK7GoN9nhMHXvQaRqDbQGxkeCIu42Ug&amp;cmp=clp-edweek</a></p>
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### Louisiana

<b>Turnaround Model</b>	<p><b>Similar to the Restart model except schools remain a part of the district. Partnership Zone Initiative</b> is a public/private partnership funded in part by the Bill and Melinda Gates Foundation to support local school districts in implementing turnaround strategies in their schools.</p>
<b>Description</b>	<p>The <b>Partnership Zone Initiative</b> is one of multiple strategies in the Regents reform agenda seeking to build local capacity to intervene in low-performing schools. Conceptually, the partnership zone model would allow participating schools to remain inside a school district with benefits from the scale efficiencies of central services but with additional operating flexibility. Principals and lead partners would have greater flexibility to make staffing, scheduling, and curriculum decisions—within the constraints of existing collective bargaining agreements—in return for accountability for dramatic student achievement within two years.</p> <p>This is a pilot program with 7 states (CO, DE, IL, LA, MA, NY) set to begin in the 2010–2011 school year. Lead partners refer to non-profit and other outside education agencies like those mentioned in the Restart model in the blueprint.</p>
<b>Time in NI status</b>	NA (there was no timeframe for NI status mentioned in the information found)
<b>Contact info</b>	<a href="http://www.massinsight.org/turnaround/contactus.aspx">http://www.massinsight.org/turnaround/contactus.aspx</a>

### Missouri

<b>Turnaround Model</b>	<b>Not similar to any of the Blueprint models</b>
<b>Description</b>	<p>According to the Center on Innovation and Improvement, excerpted from the State Consolidated Performance Report, 2003–04: “The 10 person Instructional Improvement staff works across the state to assist districts and buildings to</p>

	analyze their performance data, to identify research-based strategies that will improve student achievement, to develop their school improvement plans, to implement research-based strategies that are likely to result in improved student performance, and to deal with other issues that maybe barriers to improved student performance such as teacher quality, school climate, and instructional leadership.”
<b>Time in NI status</b>	NA (there was no timeframe for NI status mentioned in the information found)
<b>Contact info</b>	Virginia (Ginny) Vandelight Director, Division of School Improvement Department of Elementary & Secondary Education (573) 526-4885 Missouri Department of Elementary and Secondary Education PO Box 480 Jefferson City, MO 65102 Phone: 573-751-4212, Fax: 573-751-8613

## Mississippi

<b>Turnaround Model</b>	<b>Similar to the Turnaround and Restart Models</b>
<b>Description</b>	The Center on Innovation and Improvement states, According to the Mississippi Department of Education’s School Improvement and Closing the Achievement Gap Report 2003–2004, schools that do not make Adequate Yearly Progress (AYP) for 5 consecutive years must prepare a plan to restructure the school, and schools that do not make Adequate Yearly Progress (AYP) for 6 consecutive years “must implement the plan prepared the previous year and reopen as a public charter school, replace all or most of school staff, including the principal.”
<b>Time in NI status</b>	5 years
<b>Contact info</b>	Laura B. Jones, Director of the Bureau of Student Achievement and Growth, Mississippi Department of Education, 601-359-3078, Central High School, P.O. Box 771, 359 North West Street, Jackson, Mississippi 39205, email lauraj@mde.k12.ms.us

## North Carolina

<b>Turnaround Model</b>	<b>Comprehensive support for Districts and School Transformation—Similar to the Transformation model</b>
<b>Description</b>	<p>Schools and districts will be given a comprehensive needs assessment to determine the cause of underperformance. All LEAs will receive some form of support from DPI. Those LEAs with high needs will become “Transformation Districts” and “Transformation Schools.” They will have individual support plans based on their needs. Districts and schools will be provided with a transformation team which includes: a Regional Support Lead, District Transformation Coach, School Transformation Coach, Leadership Coach, and an Instructional Coach.</p> <p>“The North Carolina Turnaround Program was designed to help schools improve their overall educational programs by providing resources, training and support. It began with the 2005–06 school year and will be phased out on June 30, 2010. By the 2007–08 school year, the program served 31 high schools, 40 middle schools, and 20 elementary schools. Once the North Carolina Turnaround Program phases out, all support services will transition into Comprehensive Support for District and School Transformation.”</p>
<b>Time in NI status</b>	NA (there was no timeframe for NI status mentioned in the information found)
<b>Contact info</b>	<a href="http://www.ncpublicschools.org/ncturnaround/">http://www.ncpublicschools.org/ncturnaround/</a>

## Nebraska

<b>Turnaround Model</b>	<b>Options I and IV similar to the Transformation model, II similar to the Restart model</b>
<b>Description</b>	<p>According to the Center on Innovation and Improvement, in the Nebraska Department of Education’s document Compliance Program Review—Title I—School Improvement, schools that have spent four years in Improvement status must undergo restructuring, which includes “all previous requirements” (such as notice to parents; public school choice; a revised plan made in consultation with parents, school staff, the local educational agency, and experts; supplemental educational services; and corrective action), plus two additional requirements: “(1) Prepare a plan and make necessary arrangements to carry out Alternative Governance. The district shall implement one of the following alternative governance arrangements for the school: (I) Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make</p>

	adequate yearly progress; (II) Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school; (III) Turn the operation of the school over to the State education agency; (IV) Any other major restructuring of the school’s governance arrangement that makes fundamental reforms, such as significant changes in the school’s staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress. (2) The district shall provide prompt notice to teachers and parents whenever restructuring applies. Adequate opportunity shall be provided to parents and teachers to comment before taking any action and they will be able to participate in developing any plan.”
<b>Time in NI status</b>	4
<b>Contact info</b>	Marilyn Peterson, Federal Programs Director, Nebraska Department of Education, 402-471-3504, 301 Centennial Mall South, Lincoln, NE 68509-4987, Email marilyn.peterson@nde.ne.gov

### New York

<b>Turnaround Model</b>	<b>Similar to the Restart model—Partnership Zone Initiative</b> is a public/private partnership funded in part by the Bill and Melinda Gates Foundation to support local school districts in implementing turnaround strategies in their schools.
<b>Description</b>	<b>Similar to the Restart model, except schools remain a part of the district.</b> The Partnership Zone Initiative is one of multiple strategies in the Regents reform agenda seeking to build local capacity to intervene in low-performing schools. Conceptually, the partnership zone model would allow participating schools to remain inside a school district with benefits from the scale efficiencies of central services but with additional operating flexibility. Principals and lead partners would have greater flexibility to make staffing, scheduling, and curriculum decisions—within the constraints of existing collective bargaining agreements—in return for accountability for dramatic student achievement within two years. This is a pilot program with 6 states (CO, DE, IL, LA, MA, NY) set to begin in the 2010–2011 school year. Lead partners refer to nonprofit and other outside education agencies like those mentioned in the Restart model in the blueprint.
<b>Time in NI status</b>	NA (there was no timeframe for NI status mentioned in the information found)

<b>Contact info</b>	<a href="http://www.oms.nysed.gov/press/NYJoinsPartnershipZone.html">http://www.oms.nysed.gov/press/NYJoinsPartnershipZone.html</a> <a href="http://www.massinsight.org/turnaround/contactus.aspx">http://www.massinsight.org/turnaround/contactus.aspx</a>
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## Ohio

<b>Turnaround Model</b>	<b>Differentiated Accountability Plan—Not similar to any of the Blueprint models</b>
<b>Description</b>	<p>According to the Center on Innovation and Improvement In July 2008, the U.S. Department of Education announced that Ohio is one of six states to receive approval for the use of “differentiated accountability,” which allows for more flexible and innovative improvement options under the No Child Left Behind (NCLB) Act. Under the plan, which requires approval from the Ohio General Assembly, districts and schools will receive targeted supports and interventions that best match the academic reason leading to their underperformance.</p> <p>One of the Core Principles of Ohio’s proposal is, “There must be a category of differentiation for at least a subset of the lowest performing schools that have not met annual achievement targets for five years (currently the restructuring category<sup>1</sup>). This category of schools must be subject to the most significant and comprehensive interventions.”</p> <p>According to the ODE website, the proposed process for categorizing districts and schools ensures that the majority of schools negatively affecting the most students wind up in the high-support category. The proposal also ensures that any school in restructuring must be categorized at a minimum as medium support or high support. Over that past several years, the state has been moving toward the real integration of general education and special education support systems. That integration was completed in the State Support Teams (SSTs) staffing, training, processing, and scope of work for the 2007–2008 school year and will continue in all future years. The consistency of process and focus are eliminating redundancies and mixed messages, and multiple sources of funding through grant opportunities are being leveraged to increase the coherence and consistency of Ohio’s improvement process.</p> <p>ODE will be accelerating many schools and districts into the category receiving the most intensive interventions. The schools currently in restructuring that are of low to medium support will not be moved to the high-support category if they are located in a low- to medium-support district. Ohio’s proposal does not make it</p>

<sup>1</sup> Ohio uses State Support teams that are not similar to any of the blueprint models. "Restructuring phase" refers to the year 5 of NI which is when an improvement plan must be implemented.

	<p>easy for a school to move out of the most significant and comprehensive interventions, other than by making AYP, because the category of the building is connected to all other buildings and often the district category. Therefore, the whole system of schooling in the district must make significant improvement to be moved to a less comprehensive set of interventions. Time is not a major determinant in the Ohio proposal. Data strongly indicate that the proposed system will move a significant number of the state’s lowest-performing schools to the most comprehensive set of interventions earlier than they would otherwise be moved under the current statute. The change in category would occur immediately.</p> <p>Ohio proposes two limits. First, a small percentage of schools currently in restructuring will be placed in the category of medium support. The schools are either of low to medium support or are located in districts of low to medium support. Second, the state proposes to not force additional interventions on buildings in any category that are demonstrating “significant” progress that, if maintained, would lead to 100% proficiency by the year 2013–2014.</p> <p>The state is training SST members and Educational Service Center (ESC) staff across the state to provide assistance with the primary interventions. The data warehouse will provide much of the essential data needed for the Decision Framework tool to districts and buildings in a web-based environment.</p>
<b>Time in NI status</b>	5 years
<b>Contact info</b>	<a href="https://webapp1.ode.state.oh.us/cncs/view.asp?id=222137572345459946">https://webapp1.ode.state.oh.us/cncs/view.asp?id=222137572345459946</a> <a href="http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=585">http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=585</a>

### South Carolina

<b>Turnaround Model</b>	<b>Palmetto Priority Schools—not similar to any of the Blueprint models</b>
<b>Description</b>	The Palmetto Priority Schools project is collaboration with S.C. colleges, universities, and other agencies. It focuses on four major strategies: collaboration, leadership mentoring, a dropout prevention initiative, and teacher recruitment. A state coordinator oversees the schools. Schools meet periodically and use a team approach to share ideas. Schools are represented by teams that consist of a Principal, Superintendent, and School Board Member. Technical assistance is provided to the teams.



<b>Time in NI status</b>	NA (there was no timeframe for NI status mentioned in the information found)
<b>Contact info</b>	<a href="http://ed.sc.gov/agency/Special-Projects/">http://ed.sc.gov/agency/Special-Projects/</a> <a href="http://eoc.sc.gov/NR/rdonlyres/542E6D11-C371-428D-B275-2BD9A38B1400/22852/PPSFINAL12609.pdf">http://eoc.sc.gov/NR/rdonlyres/542E6D11-C371-428D-B275-2BD9A38B1400/22852/PPSFINAL12609.pdf</a>

### Tennessee

<b>Turnaround Model</b>	<b>Similar to the Restart model</b> —Achievement School District: Established by the commissioner for the purpose of providing oversight for the operation of the total program for individual schools or LEAs.
<b>Description</b>	The commissioner shall have the authority to contract with one or more individuals, governmental entities, or nonprofit entities to manage the day to-day operations of any or all schools or LEAs placed in the achievement school District, including, but not limited to, providing direct services to students.
<b>Time in NI status</b>	5 years
<b>Contact info</b>	<a href="http://tennessee.gov/sos/acts/106/pub/pc0002EOS.pdf">http://tennessee.gov/sos/acts/106/pub/pc0002EOS.pdf</a> <a href="http://tennessee.gov/education/doc/TNFirsttotheTopExecSummary.pdf">http://tennessee.gov/education/doc/TNFirsttotheTopExecSummary.pdf</a>

### Texas

<b>Turnaround Model</b>	<b>Option 1—similar to the Turnaround model</b> <b>Option 2 , 3 and 4—similar to the Restart model</b> <b>Option 5—not similar to any of the Blueprint models</b>
<b>Description</b>	According to the Center on Innovation and Improvement, in its continuing effort to improve the instructional program of the campus in restructuring, the LEA must prepare a restructuring plan to implement at least one of the following actions: (1) Replace all or most of the campus staff, which may include the principal, who are relevant to the campus’ inability to make adequate progress; (2) Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the campus as a public school; (3) Turn the operation of the campus over to the State if this action is permitted

	<p>under state law and the State agrees;</p> <p>(4) Re-open the campus as a public charter school; or</p> <p>(5) Implement any other major restructuring of the campus' governance that is consistent with the principles of restructuring. (See H-1.)</p> <p>This variety of restructuring options allows the LEA to choose one or more solutions that best address the identified needs of the campus and community. The purpose of restructuring is for the campus to improve its ability to teach all children, achieve annual academic performance targets, and be removed from restructuring status. §1116(b)(8)(B)</p>
<b>Time in NI status</b>	<p>A campus is identified for restructuring if, after one full school year of corrective action it still does not make AYP as defined by the State accountability system.</p> <p>School Year School makes AYP (Y/N)</p> <p>By end of 2002–03 N</p> <p>By end of 2003–04 N</p> <p>Beginning of 2004–05 Stage 1, school improvement</p> <p>By end of 2004–05 N</p> <p>Beginning of 2005–06 Stage 2, school improvement</p> <p>By end of 2005–06 N</p> <p>Beginning of 2006–07 Corrective action</p> <p>By end of 2006–07 N</p> <p>Beginning of 2007–08 Stage 1 Restructuring</p>
<b>Contact info</b>	<a href="http://ritter.tea.state.tx.us/taa/stanprog040910.html">http://ritter.tea.state.tx.us/taa/stanprog040910.html</a>

## Virginia

<b>Turnaround Model</b>	<b>Similar to the Restart and Turnaround models</b>
<b>Description</b>	<p>According to the Center on Innovation and Improvement, In Virginia, School divisions must initiate restructuring plans for Title I schools that move into Year 4 of improvement status despite the implementation of a corrective action to raise achievement during Year 3 of school-improvement status. Restructuring may include reopening the school as a charter school, replacing staff relevant to the school's failure to make progress, or turning the management of the school over to a private educational management company with a demonstrated record of effectiveness. Restructuring plans would be implemented if a Title I school fails again to make AYP in the same subject area during 2005–2006 and moves into Year 5 of improvement status.</p>

<b>Time in NI status</b>	Restructuring plans are created if no improvement is made after year 3 and implemented in year 5.
<b>Contact info</b>	Ann Sheehan, Title I Specialist, Office of Program Administration and Accountability Virginia Department of Education PO Box 2120 Richmond, VA 23233 804-371-2932, fax: 804-371-7347 e-mail <a href="mailto:Ann.Sheehan@doe.virginia.gov">Ann.Sheehan@doe.virginia.gov</a>

### Relevant Articles and Reports

Maxwell, L. (2010). Turnaround Project signs six states. *Education Week*, 29(20), 1.

Perlman, C.L., & Redding, S. (Eds.) (2010). *Handbook on effective implementation of school improvement grants*. Lincoln, IL: Center on Innovation and Improvement.

U.S. Department of Education. (2010). *ESEA Blueprint for Reform*. Office of Planning, Evaluation and Policy Development, Washington, D.C.

The Blueprint for reform outlines the changes to NCLB. The document contains information on the four major areas that education reform is expected focus on and the Turnaround models that will be implemented to improve low-performing schools.

### Relevant Websites

**Teach Chicago Turnaround** <http://www.teachchicagoturnaround.org>

- This website provides more information on the Chicago Turnaround process and current schools in turnaround.

**U.S. Department of Education**

<http://www2.ed.gov/programs/sif/index.html>

<http://www2.ed.gov/news/pressreleases/2010/04/04152010f.html>

- Recent press release regarding turnaround schools. Provides a link to watch a short video of several schools that have turned around low-performing schools using one of the four models.

**Mass Insight Education** <http://www.massinsight.org/>

- The School Turnaround Group (STG) is a division of Mass Insight Education and Research Institute. MERI was founded in 1997 and is an independent nonprofit organization that assists public schools, higher education, business, and state

governments to significantly improve student achievement, with a focus on closing achievement gaps.

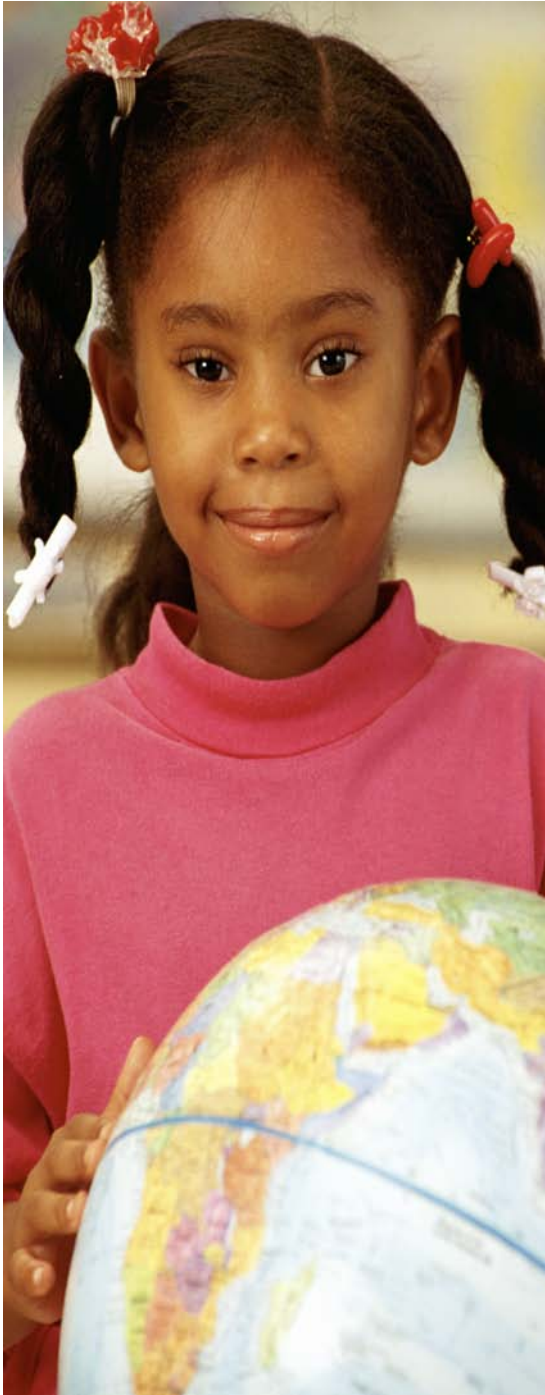
Many states are collaborating with Mass Insight Education in the Turnaround Challenge.

**Center on Innovation and Improvement** <http://www.centerii.org/centerIIPublic/criteria.aspx>

- This link allows you to select states and compare state policy, progress, assessment data; and in the areas of Supplemental education services, Restructuring and School and district improvement. Links to individual state websites are also available.
- Tool Kits are available at <http://www.centerii.org/>
- *Handbook on Effective Implementation of School Improvement Grants* - <http://www.centerii.org/handbook/>

### **Methodology**

In responding to this request we utilized websites such as Center on Innovation and Improvement, Education Commission of the States, National Council of the State Legislatures, The Center for Comprehensive School Reform and Improvement, United States Department of Education, individual State Department of Education websites, and the Council of State School Officers which listed the Center on Innovation and Improvement “State data base” for up-to-date information on school improvement. Further, we used Internet search engines such as Google and Bing. Search terms were used such as, “Turnaround Schools,” “School Improvement,” “School Improvement Policy,” and “Turnaround Models.”



We provide research based information on educational initiatives happening nationally and regionally. The EBE Request Desk is currently taking requests for:

- Research on a particular topic
- Information on the evidence base for curriculum interventions or professional development programs
- Information on large, sponsored research projects
- Information on southeastern state policies and programs

For more information or to make a request, contact:

Karla Lewis  
1.800.755.3277  
klewis@serve.org

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