

Description of USED's Four Intervention Models

Four Intervention Models

A district applying for a School Turnaround Grant will be required to choose one of the four intervention models below, and demonstrate its capacity to implement that model effectively over three years.

- a. *Turnaround model.* A turnaround model must include— (i) Replacing the principal and at least 50 percent of the staff; (ii) Adopting a new governance structure, which may include, but is not limited to, reporting to a new “turnaround office” in the LEA or SEA, hiring a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or entering into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; (iii) Implementing a new or revised instructional program; (iv) Implementing strategies designed to recruit, place, and retain effective staff; (v) Providing ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to facilitate effective teaching and learning; (vi) Promoting the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students; (vii) Establishing schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff; and (viii) Providing appropriate social emotional and community-oriented services and supports for students.
- b. *Restart model.* A restart model is one in which an LEA closes a school and reopens it 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 admit, within the grades it serves, all former students who wish to attend the school.
- c. *School closure.* An LEA closes a school and enrolls the students who attended that school in other, high achieving schools in the LEA, which may include charter schools.
- d. *Transformation model.* A transformation model must include each of the following strategies:
 - *(i) Developing teacher and school leader effectiveness.* The LEA must— (1) Use evaluations that are based in significant measure on student growth to improve teachers’ and school leaders’ performance; (2) Identify and reward school leaders, teachers, and other staff who improve student achievement outcomes and identify and remove those who do not; (3) Replace the principal who led the school prior to commencement of the transformation model; (4) Provide staff 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 to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (5) Implement strategies designed to recruit, place, and retain effective staff.
 - *(ii) Comprehensive instructional reform strategies.* The LEA must— (1) Use data to identify and implement comprehensive, research based, instructional programs that are vertically aligned from one grade to the next as well as aligned with State academic standards; and (2) Promote the continuous use of individualized student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students.
 - *(iii) Extending learning time and creating community-oriented schools.* The LEA must— (1) Provide more time for students to learn core academic content by expanding the school day, the school week, or the school year, or increasing instructional time for core academic subjects 13 during the school day; (2) Provide more time for teachers to collaborate, including time for horizontal and vertical planning to improve instruction; (3) Provide more time or opportunities for enrichment activities for students (e.g., instruction in financial literacy, internships or apprenticeships, service-learning opportunities) by partnering, as appropriate, with other organizations, such as universities, businesses, and museums; and (4) Provide ongoing mechanisms for family and community engagement.
 - *(iv) Providing operating flexibility and sustained support.* The LEA must— (1) Give the school sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes; and (2) 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).