

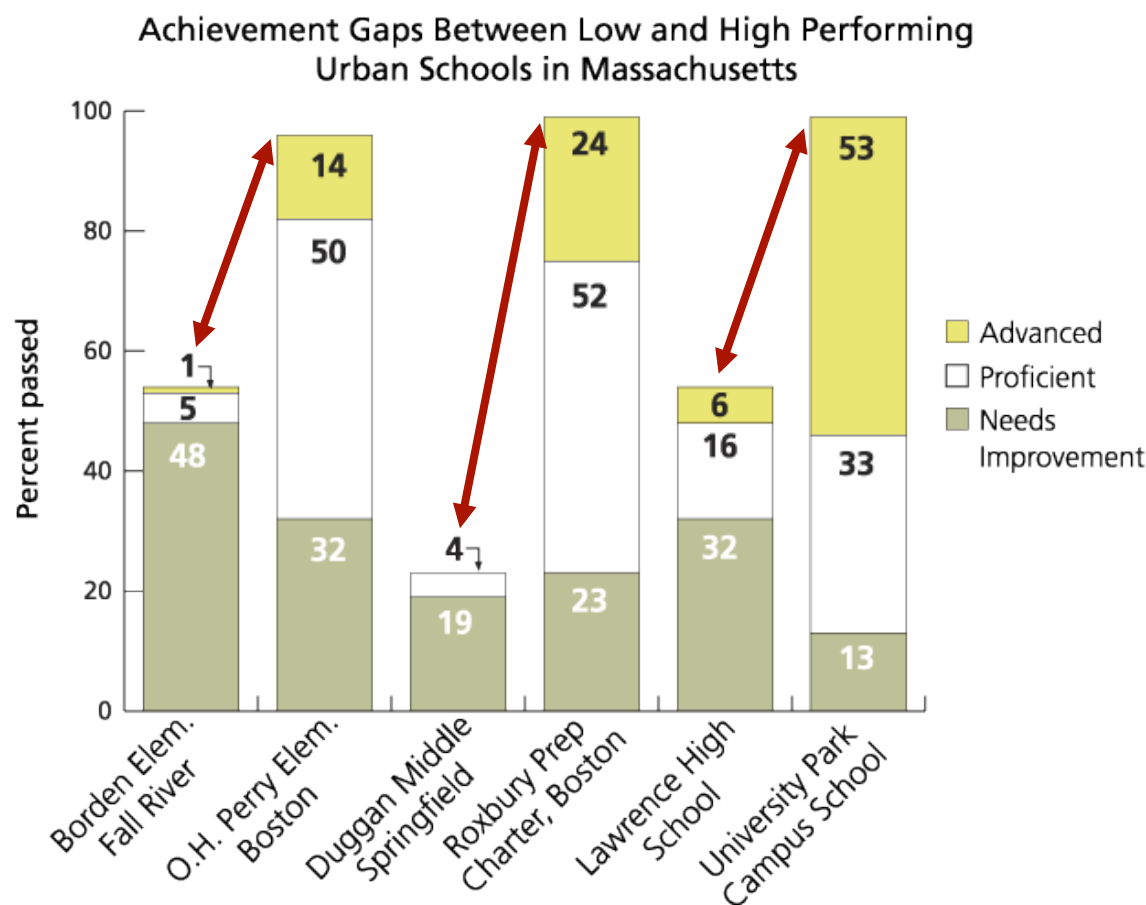
Defining Turnaround

Turnaround is

a dramatic and comprehensive intervention in a low-performing school that

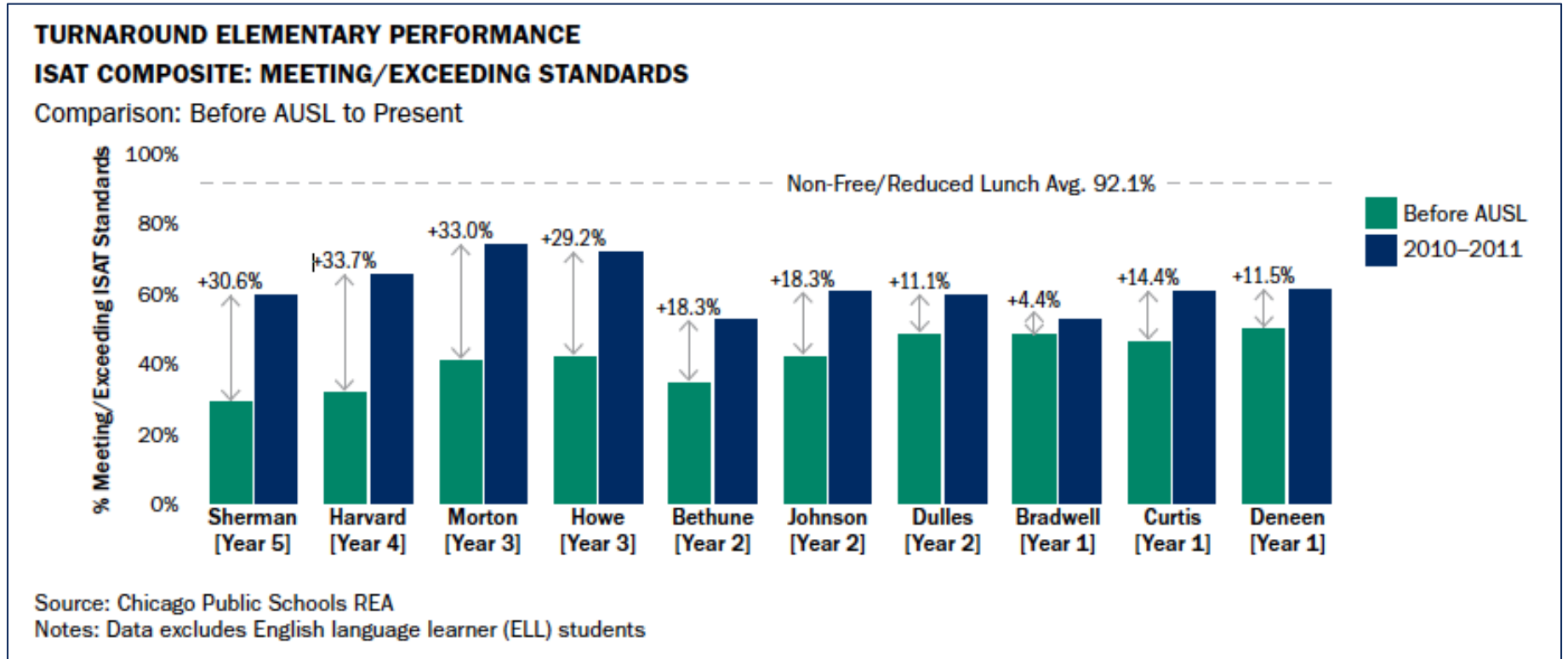
- 1 produces significant gains in achievement within two years;
- and
- 2 readies the school for the longer process of transformation into a high-performance organization.

Some Schools Dramatically Beat the Odds

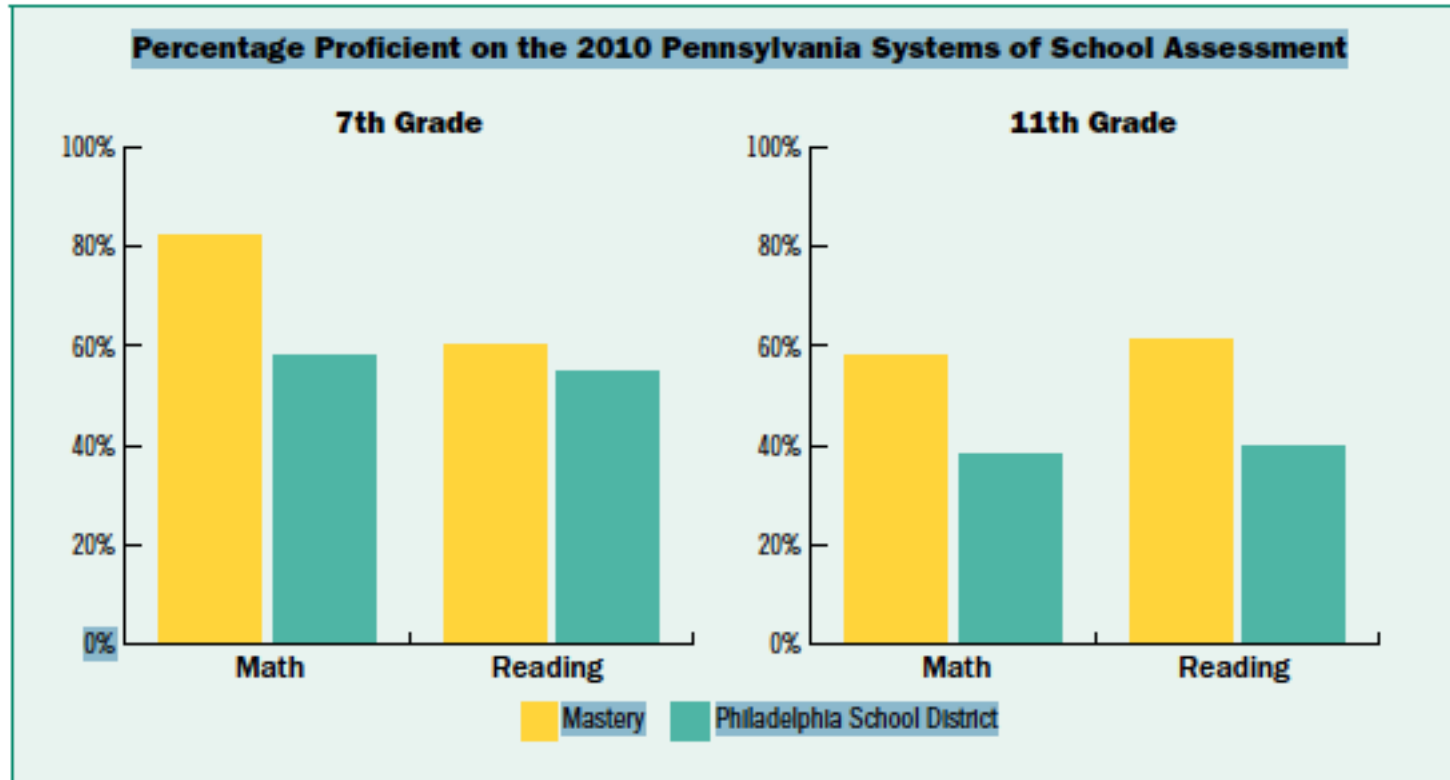


Demographically similar urban schools. Source: 2003-06 MCAS data, MA DOE

Some Schools Dramatically Beat the Odds

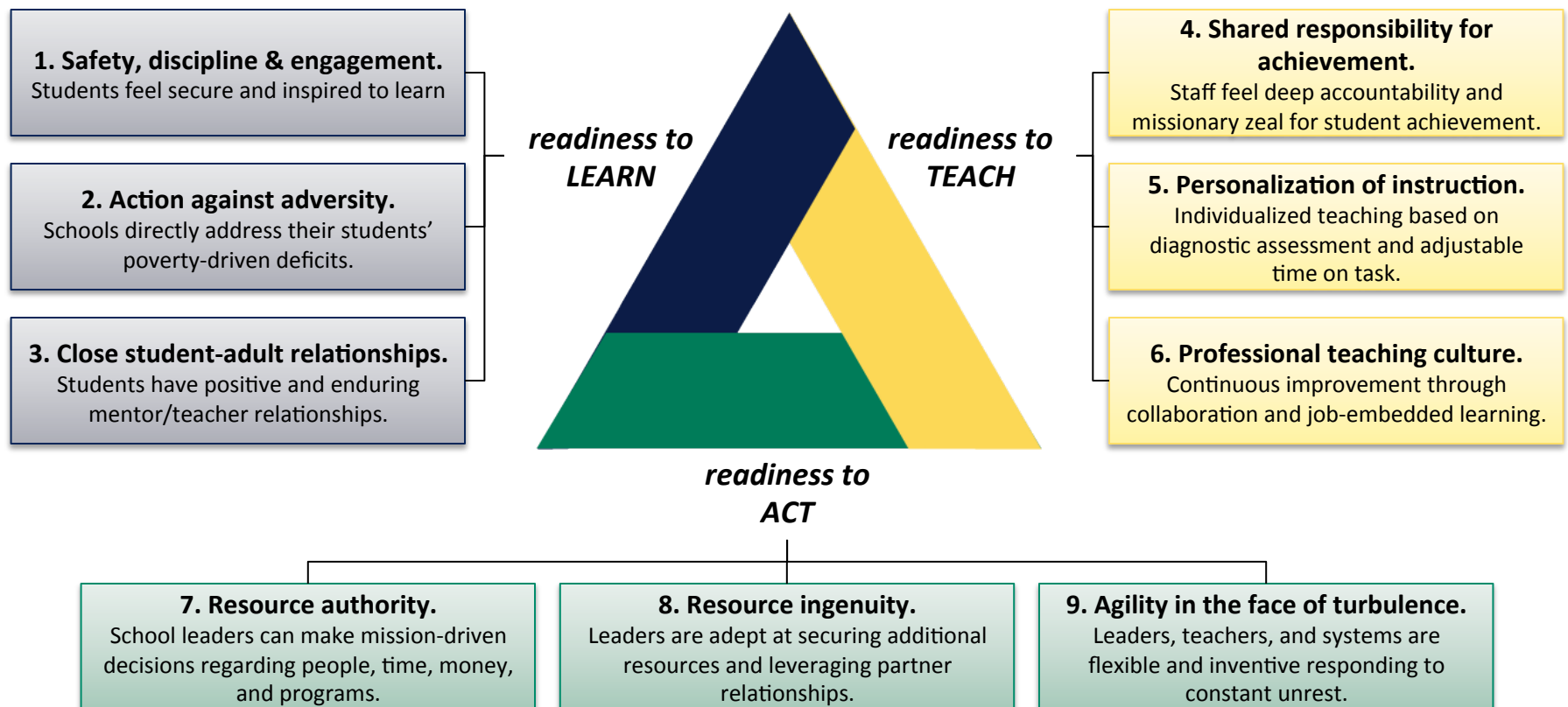


Some Schools Dramatically Beat the Odds



Turnaround requires a readiness to learn, teach, and act

The Readiness Triangle is a success framework for high-performing, high-poverty schools



Understanding what it takes to turn around chronically low-performing schools

Isolated, light-touch school improvement efforts consistently result in marginal change.

What SUCCESSFUL turnaround entails:

Recognition of the challenge

Dramatic, fundamental change

Urgency

Supportive operating conditions

New model, high-capacity partners

New district structures

What school turnaround is NOT:

Layering multiple, overlapping school partner organizations

Requiring additional improvement plans

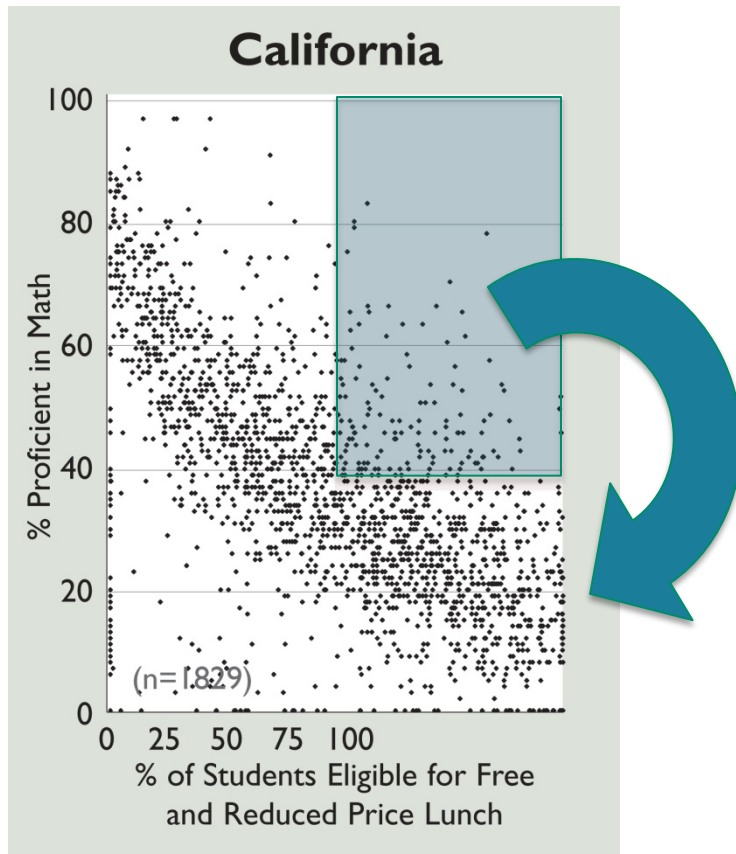
Additional categorical funding

Solely school choice or SES for schools not meeting AYP

Infrequent coaching

External light-touch, improvement teams

The Critical Shift: Beating the Odds to Changing the Odds

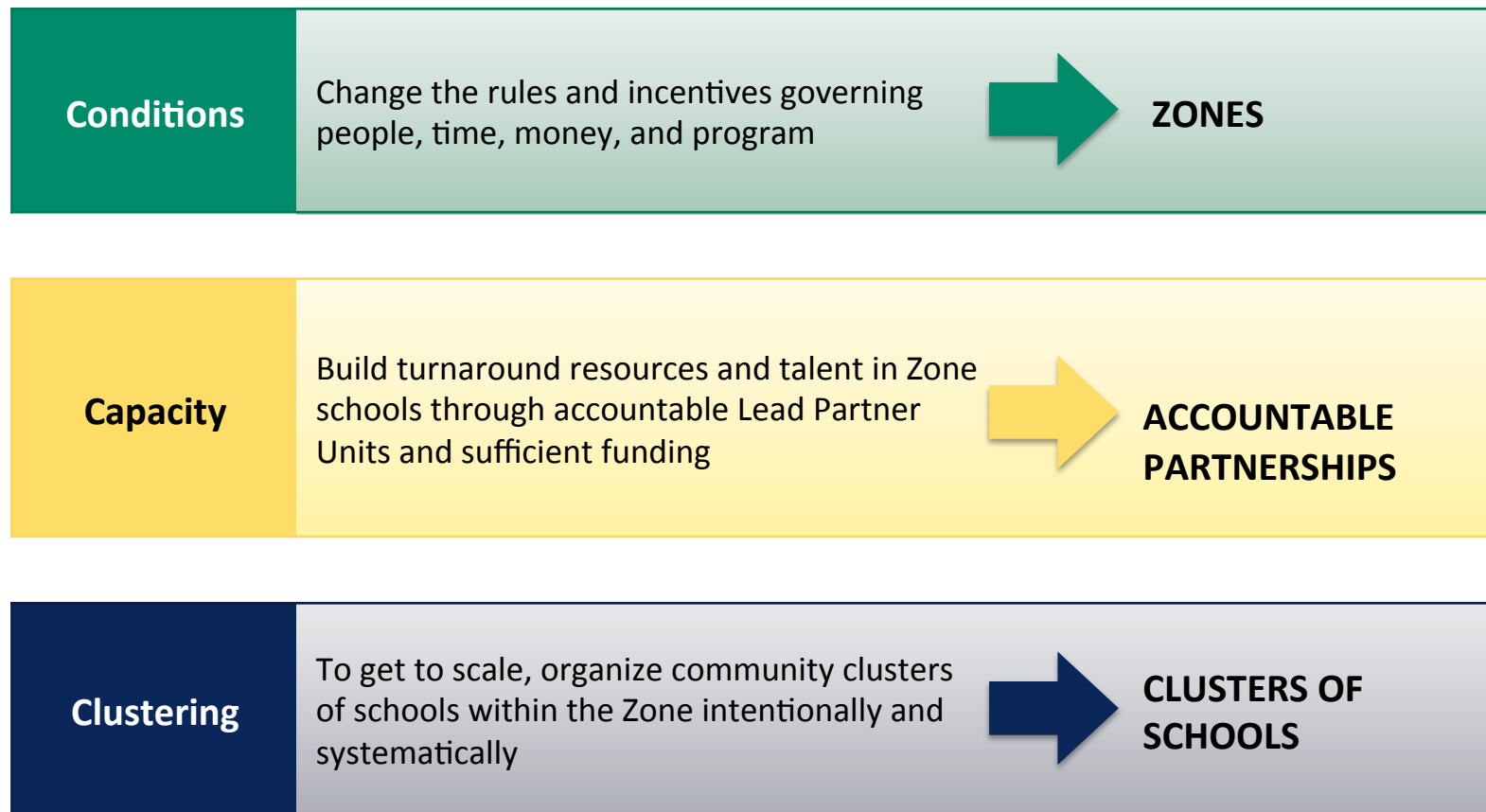


Note: Each data point represents one school.

How do we take the DNA of high-performing, high-poverty schools, and embed it within the systems that serve struggling, high-poverty schools?

The 3 C's of Turnaround

What is needed in order to enable schools and districts to address the challenges of chronically underperforming schools?



Critical Dimensions of School Change



People



Time



Money



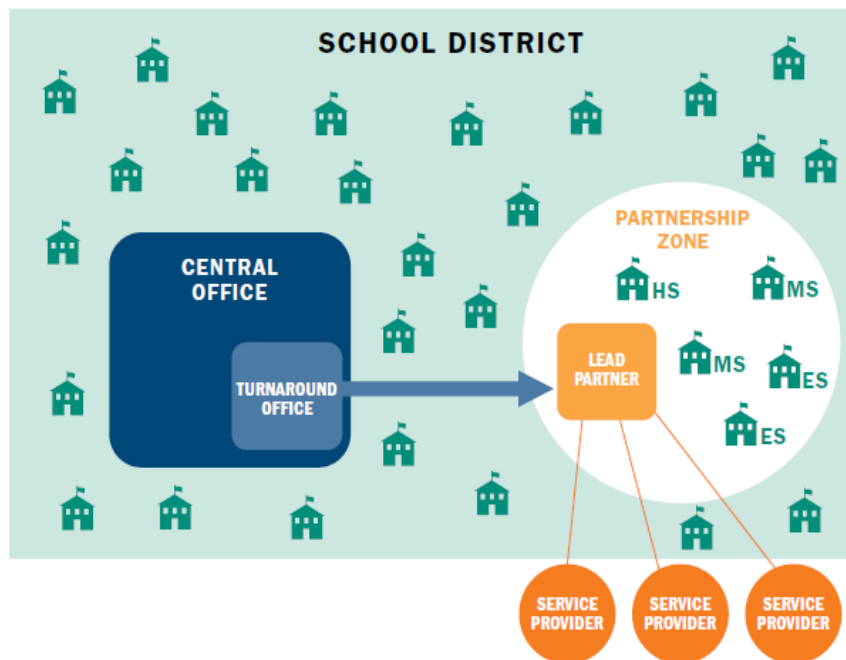
Programs

Create a Zone where schools have more *autonomy* over people, time, money, and programs.

Create attractive school options for families in their neighborhoods

Accountable Community Clusters

Partnership Zone



Lead Partners are:

Non profits or subunits of the district central office with a small staff responsible for the transformation of a cluster of low-performing schools in a Partnership Zone.

1 ACCOUNTABILITY

Sign a 3-5 year performance contract for student achievement with the district or state.

2 AUTHORITY

Assume authority for decision making on school staffing (as well as time, money, and program).

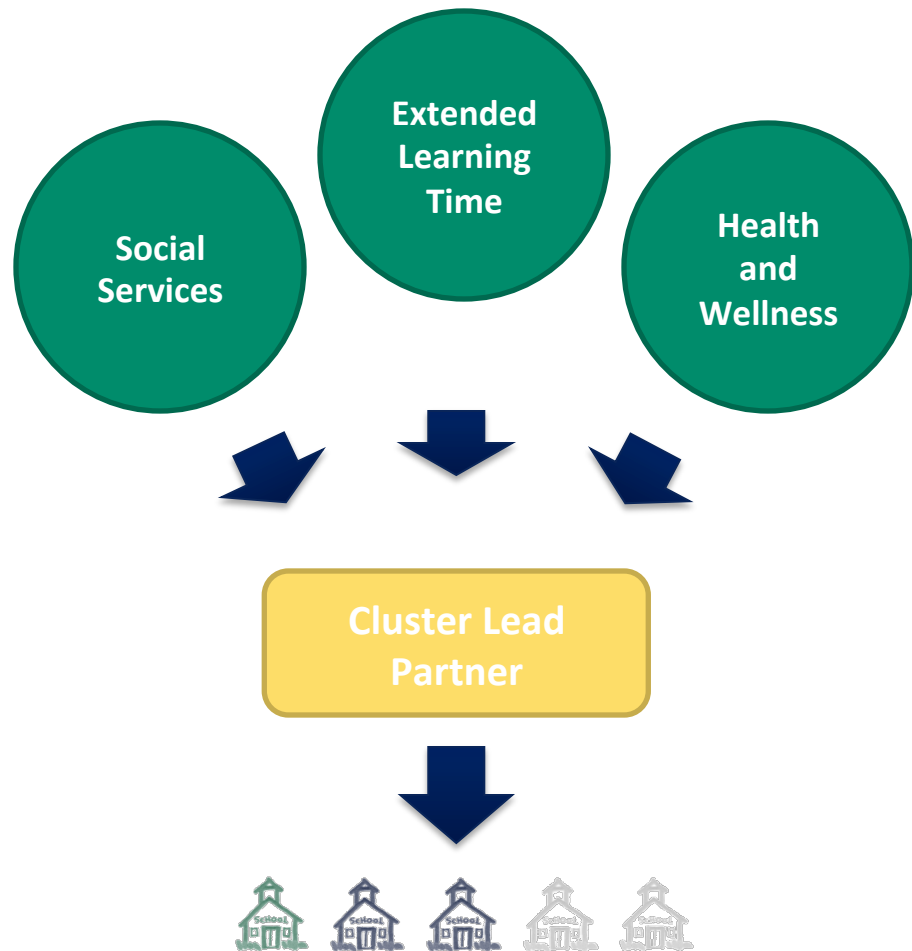
3 COMPREHENSIVE SERVICES

Provide core academic and student support services directly or by aligning the services of other program and support partners.

4 SCHOOL PRESENCE

Maintain an embedded, consistent, and intense relationship with each school (i.e., 5 days/week).

Academic and Non-Academic Student Services

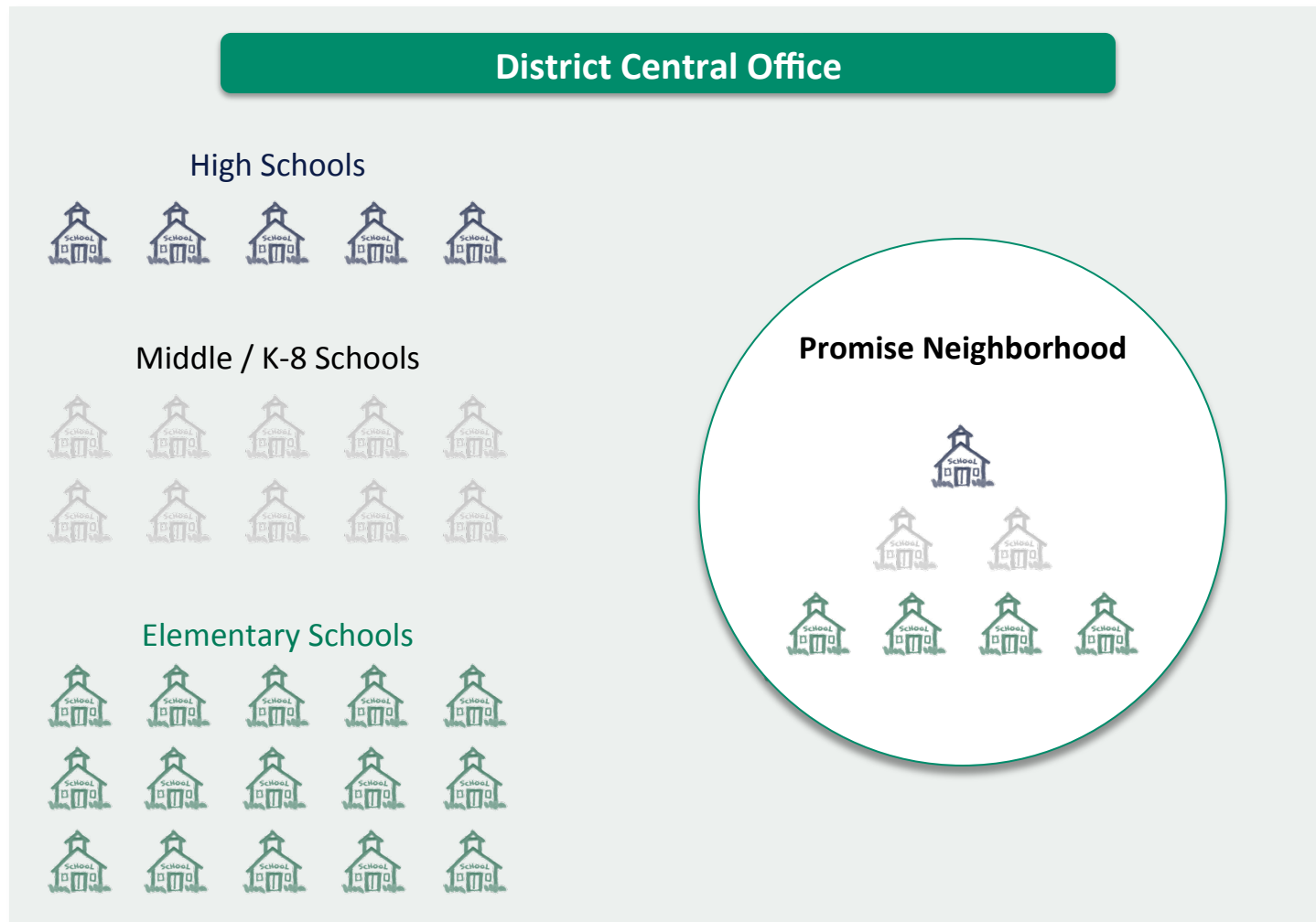


While options for wraparound services are myriad, schools often:

- Lack the bandwidth to vet, distinguish, and align services that are the best fit for their communities
- Provide disjointed service delivery to students and their families with programs that may be great when examined individually

The Lead Partner serves as the integration hub of all non-academic student services, ensuring the appropriate targeting of resources to the students with the highest needs.

Scale New Community Clusters



Questions?



Photo by Brian Troplano

Get involved

The School Turnaround Group is a division of Mass Insight Education, an independent non-profit that organizes public schools, higher education, business, and state government to significantly improve student achievement, with a focus on closing achievement gaps.

For more information on how your state can employ these promising practices for school turnaround, please contact the School Turnaround Group at:

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turnaround@massinsight.org

*The School Turnaround Groups **offers a broad range of strategic consulting services to state and district clients.** This work includes **building organizational capacity** through the development of state and district turnaround offices, **securing more flexible operating conditions**, including through the development of modified collective bargaining agreements; **attracting and supporting Lead Partners** through the development of Request for Proposal and Memorandum of Understanding tools; and **auditing state and district readiness** to implement dramatic turnaround strategies.*

In each of our engagements, we seek to deeply understand the needs of our client to offer highly customized solutions and to develop lasting relationships to support the difficult work of school turnaround over the necessarily long time frame.