

# Turnaround Options

## Colorado Requirements

Major Improvement Strategies identified in Turnaround Plans must, at a minimum, include one or more of the following:

Employing a lead turnaround partner that uses research-based strategies and has a proven record of success working with schools under similar circumstances, which turnaround partner will be immersed in all aspects of developing and collaboratively executing the plan and will serve as a liaison to other school partners;
Reorganizing the oversight and management structure within the school to provide greater, more effective support;
Seeking recognition as an innovation school or clustering with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act;
Hiring a public or private entity that uses research-based strategies and has a proven record of success working with schools under similar circumstances to manage the school pursuant to a contract with the local school board or the Charter School Institute;
For a school that is not a charter school, converting to a charter school;
For a charter school, renegotiating and significantly restructuring the charter school's charter contract; and/or
Other actions of comparable or greater significance or effect, including those interventions required for low-performing schools receiving school improvement grants under the Elementary and Secondary Education Act, section 1003G (i.e., "turnaround model", "restart model", "school closure", "transformation model").

## ESEA 1003G Options for Schools Receiving School Improvement Grants

<b>Turnaround model:</b> Replace the principal and rehire no more than 50% of the staff, and grant the principal sufficient operational flexibility (including staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
<b>Restart model:</b> Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
<b>School closure:</b> Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
<b>Transformation model:</b> Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support.

## NCLB Restructuring Options

Under the federal No Child Left Behind Act (NCLB), schools that do not make Adequate Yearly Progress (AYP) for five consecutive years are required to develop plans for “restructuring” in the sixth year. If they fail to make AYP in Year 6, they must implement their restructuring plans in Year 7. NCLB provides five options for schools in restructuring to follow:

1. reopen the school as a public charter school;
2. replace “all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress”;
3. contract with an outside “entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school”;
4. turn the “operation of the school over to the State educational agency, if permitted under State law and agreed to by the State”; or
5. engage in another form of major restructuring 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.” (No Child Left Behind, Sec. 1116, 20, U.S.C.A. §6301-6578, 2002)

The U.S. Department of Education (2006) further defines this fifth “other” option to include reforms such as:

- changing the governance structure of the school to either diminish school-based management and decision making or increase control, monitoring, and oversight by the local educational agency (LEA);
- closing the school and reopening it as a focus or theme school with new staff or staff skilled in the focus area;
- reconstituting the school into smaller autonomous learning communities;
- dissolving the school and assigning students to other schools in the district;
- pairing the school in restructuring with a higher performing school; or
- expanding or narrowing the grades served. (U.S. Department of Education, 2006)