**About this Document**

This document is divided into two sections.

* Section 1. Organizations Specializing in Restructuring and Turnaround is a list of organizations that specialize in restructuring and turnaround. It is not an exhaustive list, but contains most of the major organizations.
* Section 2. Online and Print Resources Focusing on Restructuring and Turnaround identifies specific resources from many of these organizations that appear to be most helpful to schools that are required to implement restructuring or turnaround intervention models. This section is divided into three parts: 1) resources specific to Colorado, 2) *Transformation Toolkit* and associated resources, and 3) other resources.

**Section 1. Organizations Specializing in Restructuring and Turnaround**

| Resources | | Preparing to Plan | | Analyzing Data | | | | | Setting Targets | | Action Planning | | Implementation and Monitoring | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title and Reference | Description and Access | Understanding Turnaround and the Turnaround Process | Gather and Organize Data | Review Current Performance | Describe Trends | Prioritize Performance Challenges | Identify Root Causes | Finalize Data Narrative | Set Performance Targets | Identify Interim Measures | Identify Major Improvement Strategies | Identify Implementation Benchmarks | Implement Plan with Fidelity | Monitor Interim Measures | Monitor Implementation Benchmarks |
| Mass Insight Education and Research Institute: The School Turnaround Group  18 Tremont Street,  Suite 930,  Boston, MA 02108 | The School Turnaround Group (STG) is a division of Mass Insight Education, a national nonprofit dedicated to closing the achievement gap by turning around our country’s lowest performing schools. The STG partners with school districts and state education agencies to redesign the way they support their lowest-performing schools. This website is full of information and resources to help Turnaround schools get started. Many of their resources are included in this document. <http://www.massinsight.org/stg/> | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Center on Innovation and Improvement,  121 N. Kickapoo Street Lincoln, IL 62656 | The Center on Innovation & Improvement supports regional centers in their work with states to provide districts, schools, and families with the opportunity, information, and skills to make wise decisions on behalf of students. Many of their resources are included in this document. <http://www.centerii.org/>  The Center is focused on   * School and District Improvement * Restructuring and Turnarounds * Statewide Systems of Support * Families and Schools * Extended Learning (SES, Tutoring) * Charter Schools   The Center is administered by the [Academic Development Institute](http://www.adi.org) in collaboration with its partners, the Temple University Institute for Schools and Society (Philadelphia, PA), Center for School Improvement & Policy Studies at Boise State University (Boise, ID), and [Little Planet Learning](http://www.littleplanet.com/) (Nashville, TN). | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Public Impact  504 Dogwood Drive  Chapel Hill, NC 27516 | **Public Impact** is a national education policy and management consulting firm based in Chapel Hill, N.C. It is a team of researchers, thought leaders, tool-builders, and on-the-ground consultants who help education leaders and policymakers improve student learning in K-12 education. Many of their resources are included in this document. <http://publicimpact.com/>  Public Impact’s initiatives include:   * Find, develop, retain, and expand the impact of great [teachers and leaders](http://publicimpact.com/teachers-leaders) vital to operating great schools; * Equip states and districts with tools to implement[turnarounds](http://publicimpact.com/school-turnarounds) in failing schools; * Evaluate, replicate, and expand the supply of high-quality[charter schools](http://publicimpact.com/charter-schools); * Improve [other areas of K-12 public education](http://publicimpact.com/more-topics) policy and management that serve as important levers for school improvement and reform. | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Institute of Education Sciences (IES) is part of the U.S. Department of Education, Washington, DC | IES’s mission is to provide rigorous and relevant evidence on which to ground education practice and policy and share this information broadly. By identifying what works, what doesn't, and why, we aim to improve educational outcomes for all students, particularly those at risk of failure. IES is the research arm of the U.S. Department of Education, and by law their activities must be free of partisan political influence. The Institute of Education Sciences (IES) supports ten Regional Education Laboratories (RELs) across the country, which are charged with supporting applied research and development, disseminating school improvement practices widely, and providing technical assistance to education agencies in their regions.  <http://ies.ed.gov/> | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| National Center for Education Evaluation (NCEE) and Regional Assistance is under the umbrella of IES within the U.S. Department of Education, Washington, DC | The National Center for Education Evaluation and Regional Assistance (NCEE) conducts unbiased large-scale evaluations of education programs and practices supported by federal funds; provides research-based technical assistance to educators and policymakers; and supports the synthesis and the wide spread dissemination of the results of research and evaluation throughout the United States. <http://ies.ed.gov/ncee/> | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| American Institutes for Research 1000 Thomas Jefferson Street, NW Washington, D.C. 20007 | AIR’s purpose is to conduct and apply behavioral and social science research to improve people’s lives and well-being, with a special emphasis on the disadvantaged. <http://www.air.org> |  |  |  |  |  |  |  |  |  | ★ |  |  |  |  |
| Learning Point Associates, Naperville, IL  (Formerly NCREL) | Learning Point Associates applies research and evaluation, direct professional services, and policy knowledge to create change at every level of the education system—classroom, school, district, state and national. <http://www.learningpt.org/>  Learning Point Associates is known nationally for their leadership in these areas:   * [Afterschool Services](http://www.learningpt.org/expertise/afterschool) * [Literacy](http://www.learningpt.org/expertise/literacy/) * [District and School Improvement](http://www.learningpt.org/expertise/schoolimprovement/) * [Educator Effectiveness](http://www.learningpt.org/expertise/educatorquality/) | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| What Works Clearinghouse is a project of NCEE which is under the umbrella of IES within the U.S. Department of Education, Washington, DC | Established in 2002, the What Works Clearinghouse (WWC) is a central and trusted source of scientific evidence for what works in education. The WWC evaluates research on practices and interventions to let the education community know what is likely to work. For each practice, it issues a guide and/or an intervention report that describes what the practice involves and what the research says. <http://ies.ed.gov/ncee/wwc/>  An initiative of the U.S. Department of Education's Institute of Education Sciences (IES), the WWC:   * Produces user-friendly [practice guides](http://ies.ed.gov/ncee/wwc/publications/practiceguides/) for educators that address instructional challenges with research-based recommendations for schools and classrooms; * Assesses the rigor of research evidence on the effectiveness of [interventions](http://ies.ed.gov/ncee/wwc/reports/) (programs, products, practices, and policies), giving educators the tools to make informed decisions; * Develops and implements [standards](http://ies.ed.gov/ncee/wwc/references/idocviewer/doc.aspx?docid=19&tocid=1) for reviewing and synthesizing education research; and * Provides a public and easily accessible [registry of education evaluation researchers](http://ies.ed.gov/ncee/wwc/references/registries/index.asp) to assist schools, school districts, and program developers with designing and carrying out rigorous evaluations. | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Doing What Works, U.S. Department of Education | Doing What Works (DWW) is a website sponsored by the U.S. Department of Education. The goal is to create an online library of resources that may help teachers, schools, districts, states and technical assistance providers implement research-based instructional practice. Much of the DWW content is based on information from IES’ [What Works Clearinghouse](http://ies.ed.gov/ncee/wwc) (WWC). The WWC evaluates research on practices and interventions to let the education community know what is likely to work. For each practice, it issues a guide and/or an intervention report that describes what the practice involves and what the research says. In addition, some DWW content is based on other information and materials from IES. Then, DWW provides examples of possible ways educators might apply those research findings, but these are not necessarily the only ways to carry out these teaching practices. <http://dww.ed.gov/> | ★ |  |  |  |  |  |  |  |  | ★ |  |  |  |  |

**Section 2. Print and Electronic Resources Focused on Restructuring and Turnaround**

This section is divided into three parts:

2.1. Resources specific to Colorado

2.2. *Transformation Toolkit* and associated resources, and

2.3. Other resources

Note: Many of the resources reviewed here are designed around the Transformation Model. Because the Transformation Model is similar to the Turnaround Model, the tools are applicable to both.

| Resources | | Planning to Plan | | Data Analysis | | | | | Setting Targets | | Action Planning | | Implementation and Monitoring | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title and Reference | Description and Access | Understanding Turnaround and the Turnaround Process | Gather and Organize Data | Review Current Performance | Describe Trends | Prioritize Performance Challenges | Identify Root Causes | Finalize Data Narrative | Set Performance Targets | Identify Interim Measures | Identify Major Improvement Strategies | Identify Implementation Benchmarks | Implement Plan with Fidelity | Monitor Interim Measures | Monitor Implementation Benchmarks |
| **2.1. resources specific to Colorado** | | | | | | | | | | | | | | | |
| CDE Turnaround Plan website | (See recommendations for this site.) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Colorado Department of Education *UIP Handbook*  Version 1.2 (54 pages)  (August 12, 2011). Colorado Department of Education, Denver, CO and Center for Transforming Learning and Teaching at the University of Colorado Denver, Denver, CO | This handbook was developed to assist all Colorado schools meet state and federal expectation for unified improvement planning. Although it was developed for all schools, specific directions are included for Turnaround schools.  <http://www.cde.state.co.us/Accountability/Downloads/UIPHandbook.pdf> |  |  |  | ★ |  | ★ |  |  |  |  |  |  |  |  |
| Unified Improvement Plan (UIP) Template  (2011). Colorado Department of Education, Denver, CO | The Unified Improvement Plan (UIP) template was developed to assist with the improvement planning required by state and federal law. All schools in the state of Colorado are required to use this template for improvement planning.  <http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanningTemplates.asp> |  | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ |  |  |  |
| *School Turnarounds in Colorado: Untangling a Web of Supports for Struggling Schools*  (24 pages)  Kowal, J. and Ableidinger, J. (2011.) Public Impact, Chapel Hill, NC | This report, funded by the Donnell-Kay Foundation, describes how schools were identified for Turnaround in Colorado and how Colorado is helping Turnaround schools. <http://www.dkfoundation.org/reports.asp> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.2. *Transformation Toolkit* and associated resources** | | | | | | | | | | | | | | | |
| *****Transformation Toolkit: Toolkit for Implementing the School Improvement Grant Transformation Model*  Perlman, C., Chelemer, C., and Redding, S. (2011). Center on Innovation & Improvement, Lincoln, IL | This toolkit compiles the most current resources for school improvement into a single planning document and organizes them according to action steps for implementing a comprehensive improvement process. Even though the toolkit is focused on implementation of the School Improvement Grant (SIG) Transformation model, the tools within this document are still applicable to the Turnaround model. The primary resources referenced in this toolkit are reviewed in this document (noted with the symbol ****) and organized in the order in which they appear on the Primary Resources section on page 10.  [http://www.centerii.org/resources/Transformation\_Toolkit-0409.pdf](view-source:http://www.centerii.org/resources/Transformation_Toolkit-0409.pdf) | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **** *School Turnarounds: Actions and Results*  (34 pages)  Brinson, D., Kowal, J., and Hassel, B.C. (2008). Center on Innovation & Improvement, Lincoln, IL | This report provides many concrete examples of actions taken by school leaders to successfully turn around their schools. <http://www.centerii.org/survey/downloads/Turnaround%20Actions%20and%20Results%203%2024%2008%20with%20covers.pdf> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *****Breaking the Habit of Low Performance*  (52 pages)  Brinson, D. & Morando-Rhim, L. (2009). Center on Innovation & Improvement, Lincoln, IL | Research was conducted in five schools (K-5, K-7, 7-8, 6-8, 9-12) that had successfully restructured and improved student learning. The research sought to answer the following questions: What approach did the schools use to restructure? What, if any, role did the school leaders play in developing and implementing restructuring efforts?  What, if any, role did external entities play in the restructuring effort (e.g., district, state department of education, or external consultants)? What, if any, additional resources did the schools obtain in order to restructure? What do internal and external actors credit for the successful restructuring? What, if any, barriers did the school have to overcome in order to successfully restructure? The report identifies strategies that resulted in positive gains for these schools.  <http://www.centerii.org/survey/downloads/Breaking_the_habit_of_low_performance.pdf> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *****The Reinventing Education Change Toolkit*  (2007). IBM, Council of Chief State School Officers, the National Association of Secondary School Principals, and the National Association of Elementary School Principals | The *Reinventing Education Change Toolkit* is a website created by Rosabeth Moss Kanter for IBM to serve as a one-stop portal to help implement measurable school reform. It provides online diagnostic tools that are easy to follow, contains the interactive support to help move change projects forward, and offers vignettes and real stories that illustrate how the tools were used in real-life situations to accomplish specific objectives. IBM provides its *Reinventing Education Change Toolkit* free of charge to all interested educators and school leaders. The Change Toolkit helps leaders diagnose your situation, get quick, relevant advice, poll your colleagues and get anonymous feedback about your progress, read real-life vignettes from other educators about their experiences leading and managing change, plan for your change initiative or project, collaborate with your team and hold on-line discussions. <http://reinventingeducation.org> | ★ | ★ |  |  |  |  |  |  | ★ |  | ★ |  | ★ | ★ |
| *****Choosing an Education Contractor: A Guide to Assessing Financial and Organizational Capacity*  (41 pages)  (2006) American Institutes for Research and The Finance Project, Washington, DC | This guide offers tips and tools to help districts and schools gather information and use it to evaluate potential education contractors’ financial and organizational health. It outlines the important issues that should be considered, points to information sources, and guides users in assessing a contractor based on that information. <http://www.financeproject.org/publications/CSRQconsumerguide.pdf> | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *****Exploring Pathways to Rapid District Improvement*  (72 pages)  Lane, B., (2009). Center on Innovation & Improvement, Lincoln, IL | This report uses case studies from one large urban and one small rural district to exemplify how districts have drastically increased student achievement. The report provides recommendations for the best actions for districts to take in order to experience rapid improvement.  <http://www.centerii.org/survey/downloads/Exploring_the_Pathway_to_Rapid_District_Improvement.pdf> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *****Turning Around Chronically Low-Performing Schools*  (49 pages)  Herman, R.; Dawson, P.; Dee, T.; Greene, J.; Maynard, R.; Redding, S.; Darwin, M. (2008). National Center for Education Evaluation and Regional Assistance, Washington, DC | This guide identifies practices that can improve the performance of chronically low-performing schools-a process commonly referred to as creating "turnaround schools." The four recommendations in this guide work together to help failing schools make adequate yearly progress. These recommendations are as follows: (1) signal the need for dramatic change with strong leadership; (2) maintain a consistent focus on improving instruction; (3) provide visible improvements early in the turnaround process (quick wins); and (4) build a committed staff. The guide includes a checklist showing how each recommendation can be carried out. It uses examples from case studies that illustrate practices noted by schools as having had a positive impact on the school turnaround.  <http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround_pg_04181.pdf> | ★ |  |  |  |  |  |  |  |  | ★ |  |  |  |  |
| *****Handbook on Restructuring and Substantial School Improvement*  (132 pages)  Walberg, H.J. (Ed.) (2007). Center on Innovation & Improvement, Lincoln, IL | This handbook provides a review of research and action-oriented principles for the district and school to apply. Each of the following sections of the handbook include a set of principles intended to guide best practices:   * District-Wide Framework for Improvement * The School Board and Central Office in District Improvement * Restructuring Options and Change Processes * Restructuring Through Learning-Focused Leadership * Changing and Monitoring Instruction * Systems for Improved Teaching and Learning * Indicators of Successful Restructuring - This final module in the handbook consolidates each set of principles into sets of indicator checklists by which district and school teams can periodically assess their progress. The checklists can also guide school teams through the implementation of their plans and into continuous school improvement.   <http://www.centerii.org/survey/downloads/Restructuring%20Handbook.pdf>  The indicator checklists are available as downloadable forms from:  [www.centerii.org/center07/handbook/download/Restructuring%2520Success%2520Indicators.pdf](http://www.centerii.org/center07/handbook/download/Restructuring%2520Success%2520Indicators.pdf) |  |  |  |  |  |  |  |  |  | ★ |  |  |  |  |
| *****Competencies for Turnaround Success Series*  Steiner, L.M., Hassel, E.A., Hassel, B., Valsing, E. and Crittenden, S. (2008). Public Impact, Chapel Hill, NC | This series of tools, funded by the Chicago Public Education Fund, identify competencies and selection protocols for turnaround principals and teachers.   * *School Turnaround Leaders: Competencies for Success* (36 pages)   This guide aims to help districts attempting turnarounds understand the underlying characteristics of leaders likely to succeed in this unique context, based on the best available research to date.  This guide provides leader competency definitions, school examples, and detailed levels of increasingly effective competence. For more specific information about how to select school leaders for turnaround schools, see *Leaders for School Turnarounds: Selection Toolkit.*  [*http://publicimpact.com/images/stories/publicimpact/documents/Turnaround\_Leader\_Competencies.pdf*](http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf)   * *****School Turnaround Leaders: Selection Toolkit* (52 pages)   This document contains all the tools necessary to identify effective school turnaround leaders, including interview protocols and questions, rating criteria and scales, and decision making tools.  <http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Selection_Toolkit.pdf>   * *School Turnaround Teachers: Competencies for Success* (33 pages)   This guide aims to help schools attempting turnarounds understand the underlying characteristics of teachers likely to succeed in this unique context, based on the best available research to date. Interestingly, the characteristics identified by early research on star teachers in high-poverty schools are remarkably similar to the competencies exhibited by turnaround leaders across sectors. This is not surprising given the similarities of the roles, explained further within this guide.  <http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Teacher_Competencies.pdf>   * *School Turnaround Leaders: Selection Toolkit* (58 pages)   This document contains all the tools necessary to identify effective school turnaround teachers, including interview protocols and questions, rating criteria and scales, and decision making tools.  <http://publicimpact.com/images/stories/publicimpact/documents/Turnaround_Teacher_Selection_Toolkit.pdf> | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Interview Questions for Turnaround School Teachers  (2 pages)  Adapted by Kirschen, T. (2009) from *Turnaround Teacher Competencies*, Public Impact, Chapel Hill, NC | Modeled after the Turnaround Teacher Competencies funded by the Chicago Public Education Fund, this set of interview questions assists school leaders in collecting data around teacher attitudes and behaviors. Data from the interviews could be used in root cause analysis.  <http://www.cde.state.co.us/turnaround/downloads/Interview_Questions_for_Turnaround_School_Teachers.pdf>  Recommendation: This draft document needs to be updated to include instructions on how it could be used/not used. It would be helpful if “listen fors” would be included or it could be eliminated as the original document is reviewed and recommended in this resource list. |  | ★ |  |  |  | ★ |  |  |  |  |  |  |  |  |
| *****Selecting an Intervention Model and Partners/External Providers for Low-Achieving Schools: A decision-making and planning tool for the local education agency*  (28 pages)  (2010). Center on Innovation & Improvement, Lincoln, IL | For the School Improvement Grants, school districts are responsible for selecting the intervention model and external partners or providers that have the greatest potential to dramatically improve outcomes for students attending a low-achieving school. The Center on Innovation & Improvement offers a tool to assist the district in making the best decisions. Because state and district contexts vary greatly, CII encourages the modification of this tool to fit the local circumstance. The tool is provided in Word and form formats.  <http://www.centerii.org/leamodel/> | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *****Handbook on Effective Implementation of School Improvement Grants*  (228 pages)  Perlman, C.L. & Redding, S. (Eds.). (2011). Center for Innovation & Improvement, Lincoln, IL | This Handbook offers succinct and practical explanations of the School Improvement Grant’s (SIG) required and recommended models and strategies, references to the underlying research, and connections to useful resources. This resource is also helpful for Turnaround schools that do not qualify for a SIGs, but who are looking for guidance on development of their unified improvement plans. Noteworthy tools include:   * A set of questions to help schools determine which of the improvement models would best fit their situation (pp. 15-23) * Indicators of Effective Practice (District) – pp. 201-202 * Indicators of Effective Practice (School) – pp. 193-199)   <http://www.centerii.org/handbook/> | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ****School Improvement Grant (SIG) PPTs and Webinars  Center on Innovation & Improvement, Lincoln, IL | Webinars on Intervention Models include:   * Selecting the Intervention Model * Transformation Model * Turnaround Model * Restart Model * Closure Model * Communicating about School Reform * The Right People for the Job   <http://www.centerii.org/webinars/> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *****Performance Based Staff Dismissals: Cross-sector Lessons for School Turnarounds*  (44 pages)  Kowal, J., Rosch, J.L, Hassel, E.A. & Hassel , B.C., (2009). Center on Innovation & Improvement, Lincoln, IL | In successful turnarounds, the turnaround leader frequently finds it necessary to dismiss a small number of staff members early in the turnaround effort. These targeted dismissals focus on employees who cannot or will not make the types of radical changes that are necessary to dramatically improve performance. This document identifies lessons learned and makes recommendations for school leaders who find it necessary to dismiss staff in order to carry out the Turnaround work.  <http://www.centerii.org/survey/downloads/Performance-Based_Dismissals.pdf> | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *****The Mega System: Deciding. Learning. Connecting*  (173 pages)  Redding, S. (2006). Academic Development Institute, Lincoln, IL | The purpose of this handbook is to articulate and support a systems approach to high student achievement. The Mega System is organized around three areas: 1) *deciding* includes the structures and processes for decision-making, including shared leadership, use of timely data, and attention to research; 2) *learning* encompasses curriculum (what is taught), assessment (knowing what is mastered), instruction (the way learning is organized), and professional development (building the expertise of school staff); 3) *connecting* is the bridge-building component, which is also a means of promoting a sense of community, and attends to the articulation of core values about education, the engagement of parents, and communication and mutual support among teachers, students, parents, and school staff. For each of the subcategories under the three areas, the author identifies indicators of quality practices. These tools enable schools to self-assess in order to determine next steps in improvement planning. <http://www.adi.org/mega> | ★ |  |  |  |  |  |  |  |  | ★ |  |  |  |  |
| *****Tough Decisions: Closing Persistently Low-Performing Schools*  (36 pages)  Steiner, L. (2009). Center on Innovation & Improvement, Lincoln, IL | This paper discusses the lessons district officials learned from their experience with different types of school closure and the changes they made to their closure process as a result of these experiences. Written for state and district officials, this paper is designed to help decision makers who are contemplating closing schools for performance reasons learn from districts that have already tackled this difficult challenge.  <http://www.centerii.org/survey/downloads/Tough_Decisions.pdf> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *****School Turnaround and Transformation: School Restructuring: What works when? A guide for educational leaders* (3rd edition).  (134 pages)  (2010). Learning Point Associates, Naperville, IL | The purpose of this guide is to help chronically struggling schools restructure. Restructuring means making major, rapid changes that affect how a school is led and how instruction is delivered. The focus is on helping education leaders choose strategies that result in rapid improvement, even when the complete culture change to sustain that improvement may take upward of three years. The guide is divided into two sections: 1) building your knowledge base and 2) engaging in the restructuring process. Nineteen (19) tools are included to help facilitate the planning and decision-making processes necessary for restructuring.  <http://www.learningpt.org/pdfs/School_Restructuring_Guide.pdf> | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.3. Other resources** | | | | | | | | | | | | | | | |
| *A Decision Making and Planning Tool for School Improvement Grant (SIG)*  (10 pages)  (2010). Department of Public Instruction, Dr. Wayne G. Sanstead, State Superintendent  600 East Boulevard Avenue, Dept. 201, Bismarck, ND 58505-0440 | This tool was developed by North Dakota to assist schools in selecting service providers and partners and to take the first steps in setting performance expectations and implementing the Transformation Model. The tool was adapted from *Selecting an Intervention Model and Partners/External Providers for Low-Achieving Schools: A decision-making and planning tool for the local education agency* from The Center on Innovation & Improvement (CII).  http://[www.dpi.state.nd.us/title1/present/031510/31610tools.pdf](http://www.dpi.state.nd.us/title1/present/031510/31610tools.pdf) | ★ | ★ | ★ |  |  |  |  | ★ |  |  |  |  |  |  |
| *All Students Reaching the Top: Strategies for Closing Academic Achievement Gaps*  (50 pages)  Bennett, A., Bridglall, B.L., Cauce, A.M., Everson, H.T., Gordon, E.W., Lee, C.D., Mendoza-Denton, R., Renzulli, J.S., and Stewart, J. K. (2004). Learning Point Associates, Naperville, IL | This report provides a set of practical recommendations for what policymakers, educators, parents, and the community can do to move all students—particularly minority and low-income students—to high levels of academic achievement. It argues that to close achievement gaps, we first must close the experience gap. The report also emphasizes the goal of helping all students achieve intellective competence, which means not just academic achievement but also the ability to think critically about and apply knowledge to new and changing situations outside of the classroom. <http://www.ncrel.org/gap/studies/allstudents.pdf> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Coaching for School Improvement: A Guide for Coaches and Their Supervisors*  (176 pages)  Laba, K. (2011). Center of Innovation & Improvement, Lincoln, IL | This guide offers tools, tips, and strategies for coaches working with school improvement teams. Ideas in the guide can be used to inform the training and supervision for those responsible for recruiting, hiring, and assigning coaches to work with school teams. <http://www.centerii.org/survey/downloads/Coaching_for_School_Improvement.pdf> |  |  |  |  |  |  |  |  |  |  |  | ★ |  | ★ |
| *Evaluation Toolkit*  (2010). Mass Insight, Boston, MA | The Evaluation Toolkit provides direction to help schools establish measurement systems to establish current realities and track improvement results.  <http://www.massinsight.org/stg/research/additionalresearch/evaluation-toolkit/>  Sections include:   * [*Evaluating School Turnaround*](http://www.massinsight.org/publications/stg-resources/117/). This main publication provides a framework for evaluation in the context of turnaround and differentiates between leading and lagging indicators of improvement. It outlines a process for setting school goals, collecting aligned data, and using data to inform decision-making. <http://www.massinsight.org/publications/stg-resources/117/file/1/pubs/2010/10/14/STG_-_Evaluating_school_turnaround_Sept_2010.pdf> * [*Metrics for Turnaround*](http://www.massinsight.org/publications/stg-resources/118/). This resource lists critical variables or metrics to track as part of a robust evaluation system. These metrics fall within 6 categories: (1) demographic data, (2) the school environment, (3) student achievement, (4) community perceptions, (5) instructional data, and (6) school facilities and resources. <http://www.massinsight.org/publications/stg-resources/118/file/1/pubs/2010/10/14/STG_-_Metrics_for_evaluation_Sept_2010.pdf> * [*Data from the Field*](http://www.massinsight.org/publications/stg-resources/119/). This resource compiles data from successful turnaround schools across the country. The data suggest what is achievable in years 1, 2, etc. under a turnaround model and can inform benchmarks in other states, districts, and schools. <http://www.massinsight.org/publications/stg-resources/119/> * [*Evaluation Primer*](http://www.massinsight.org/publications/stg-resources/120/). This document provides additional background information about the general practice of evaluation as related to school improvement. <http://www.massinsight.org/publications/stg-resources/120/file/1/pubs/2010/10/14/STG_-_A_primer_for_evaluation_Sept_2010.pdf> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Guide to Using Data in School Improvement Efforts*  (2004). Learning Point Associates, Naperville, IL | This guide is designed for educators who are beginning to learn how to use data for school improvement. It offers foundational information on types of data, strategies for analyzing and understanding data, and methods for determining how these efforts can influence goals and planning.  <http://www.learningpt.org/pdfs/datause/guidebook.pdf> |  | ★ | ★ | ★ | ★ | ★ |  | ★ | ★ |  |  |  | ★ |  |
| *Guide to Working with External Providers*  (87 pages)  Hassel, B., and Lucy Steiner, L. (2004). Learning Point Associates, Naperville, IL | This guide provides a step-by-step approach to researching and selecting a high-quality provider, establishing an effective partnership agreement, negotiating a contract, working together to implement change, and evaluating the success of the partnership.  <http://www.centerforcsri.org/pubs/ExternalProviders.pdf> | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Innovation Configuration Maps*  (video)  Concerns-based Adoption Model, Southwest Educational Development Laboratory (SEDL), Austin, TX | Innovation Configuration Maps are tools that are part of the Concerns-based Adoption Model. This video describes what IC Maps are and how they can be helpful to schools adopting new adult practices.  <http://www.sedl.org/cbam/videos.cgi?movie=IC> |  |  |  |  |  |  |  |  |  |  |  | ★ |  | ★ |
| *Improving Student Learning: Action Principles for Families, Classrooms, Schools, Districts, and States*  (124 pages)  Walberg, H.J. (2010). Center of Innovation & Improvement, Lincoln, IL | This publication summarizes the major research findings that show how to substantially increase student achievement. It does NOT address WHAT should be learned, but instead, the process or HOW achievement can be raised effectively and efficiently in the major school subjects. <http://www.centerii.org/survey/downloads/ImprvStdntLrng1.24.2011.pdf> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mass Insight Presentations  Mass Insight, Boston, MA | *School Turnaround Models: Emerging Turnaround Strategies and Results* (30 slides) (2010)  This presentation highlights promising school turnaround models from the field (mostly large urban districts). These examples share an alignment with Mass Insight’s principles for effective turnaround.  <http://www.massinsight.org/publications/stg-resources/112/file/1/pubs/2010/07/20/Turnaround_Models_7_19_10.pdf>  *Meeting the Turnaround Challenge: Partnership Zones* (14 slides) (2009)  This presentation describes how Mass Insight’s School Turnaround Group approaches Turnaround work through the use of partnership zones model.  <http://www.cde.state.co.us/turnaround/presentations/Meeting_the_Turnaround_Challenge/index.htm> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Online Tool for Monitoring and Evaluating SIG Transformation* (various lengths)  Center of Innovation & Improvement, Lincoln, IL | This website contains a number of tools that can be used for monitoring implementation of Turnaround strategies.  <http://www.centerii.org/sig/> |  |  |  |  |  |  |  |  |  |  |  |  | ★ | ★ |
| *Promising Practices Series*  (various lengths)  Center of Innovation & Improvement, Lincoln, IL | The following publications tell the stories of lessons learned by various states as they designed and implemented their improvement systems.  Promising Practices: The Montana Story  <http://www.centerii.org/survey/downloads/Promising_PracticesMontana.pdf>  Promising Practices: Changing the Conversation  <http://www.centerii.org/survey/downloads/Promising_Practices_ChngTheConversation.pdf>  Promising Practices: The Oklahoma Story  <http://www.centerii.org/survey/downloads/Promising_Practice_Oklahoma.pdf>  Promising Practices: The Virginia Story  <http://www.centerii.org/survey/downloads/Promising_practice_Virginia.pdf>  Transforming a Statewide System of Support: The Idaho Story  <http://www.centerii.org/survey/downloads/IdahoCaseStudy.pdf>  Singing Out of the Same Songbook: The standards aligned system in Pennsylvania  <http://www.centerii.org/survey/downloads/Singing_Out_of_the_Same_Songbook.pdf> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Resources for conducting root cause/gap analysis | Gap Analysis Worksheet – use to gather data for identifying process/program gaps  <http://www.utdanacenter.org/downloads/presentations/gapanalysis_march04.pdf> |  | ★ |  |  |  | ★ |  |  |  |  |  |  |  |  |
| Resources for using data to improve student learning | Victoria Bernhardt is an expert in the use of data and development of data systems to improve student learning. This website includes full articles and tables of contents for Bernhardt’s books. Her books are how-to’s with many practical tools.  <http://eff.csuchico.edu/html/download_center.html#book_downloads> |  | ★ | ★ | ★ |  |  |  | ★ | ★ |  |  |  | ★ | ★ |
| *School Leader’s Guide to Root Cause Analysis: Using Data to Dissolve Problems*  (213 pages)  Preuss, P.G. (2003). Eye on Education, Larchmont, NY. | This guide summarizes the theory and process of root cause analysis and shares learnings from real examples. The guide shows how to solve deep-rooted problems that perplex educational systems. The chapters are: (1) Root Cause Basics; (2) Key Indicators of Student Success; (3) Root Cause Processes; (4) Using Root Cause Analysis; (5) Considerations; (6) Models and Stories; and (7) Resources.  Available for purchase at <http://www.amazon.com/SCHOOL-LEADERS-GUIDE-CAUSE-ANALYSIS/dp/1930556535>  Cost: $39.95 |  |  | ★ | ★ | ★ | ★ |  |  |  |  |  |  |  |  |
| *School Turnaround: A pocket guide*  (16 pages)  (2011). American Institutes for Research, Washington, DC | The School Turnaround pocket guide:   * describes the current provisions in the law including the targets for Adequate Yearly Progress; * highlights the additional major federal programs related to turning around low-performing schools – including Race to the Top and the Title 1 School Improvement Grants; * summarizes the research findings on efforts to improve chronically low-performing schools; and * poses points for policymakers to consider and questions to frame the discussion as they reauthorize ESEA.   <http://www.air.org/files/0669_PG_SchoolTurnaround_Online_d41.pdf> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *School Turnaround* newsletters  (4 pages)  U.S. Department of Education | Beginning in June 2010 and quarterly thereafter, the USDE has published the *School Turnaround Newsletter* to link state education associations and local education associations with tools and resources to help them succeed in turning around persistently lowest achieving schools.  <http://www.ed.gov/oese-news/school-turnaround-newsletters> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *School Turnaround Strategies that have Failed: How to avoid past mistakes in addressing the needs of low-performing schools*  (4 pages)  (2010). Mass Insight, Boston, MA | This report is a succinctly written. The first two pages list common turnaround approaches to avoid. The last two pages cover successful and sustainable approaches.  <http://www.massinsight.org/publications/turnaround/123/> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| School Turnaround Tools  Mass Insight’s School Turnaround Group, Boston, MA | Mass Insight’s research and design work on turnaround implementation led to the development of an array of tools, resources, and more specific strategies to help policymakers, reformers, and practitioners improve the development of their own turnaround designs. These tools align with the School Turnaround Group’s emphasis on the capacity and conditions that allow for successful turnaround. The format and purposes of these tools vary, ranging from narrative examples to tools outlining the nuts and bolts of a specific strategy or policy issue. <http://www.massinsight.org/stg/research/additionalresearch/>  Tools are developed under four categories: [Capacity: Partners](http://www.massinsight.org/stg/research/additionalresearch/capacity-partners/) Publications in this section explore the role of the Lead Partner. [Capacity: Organization](http://www.massinsight.org/stg/research/additionalresearch/capacity-organization/) Publications in this section introduce new organizational configurations, both for aligning staff and for distributing work in a way that supports turnaround. [Capacity: Systems and Processes](http://www.massinsight.org/stg/research/additionalresearch/capacity-systems-and-processes/) Publications in this section explore the systems and processes that build capacity. [Conditions](http://www.massinsight.org/stg/research/additionalresearch/conditions/) Publications in this section elaborate on the necessary conditions for turnaround. | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Successful School Turnarounds: Seven Steps for District Leaders*  (8 pages)  Kowal, J., Hassel, E.A., and Hassel, B.C. (2009). Center for Comprehensive School Reform and Improvement, Washington, DC | This brief and associated webcast provide information on the important role of the district in supporting Turnaround schools.  Brief:  <http://www.centerforcsri.org/files/CenterIssueBriefSept09.pdf>  Webcast:  <http://www.centerforcsri.org/webcasts/school-turnarounds/> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Taking Measure: Innovation Configurations gauge*  *the progress of a new initiative*  (8 pages)  Richardson, J. (2004). In *Tools for Schools*, NSDC, Oxford, OH | Innovation Configuration (IC) Maps are tools used to describe and measure development of adult actions associated with a new innovation. This NSDC article explains the tool and shows examples.  [www.nsdc.org/members/tools/tools10-04.pdf](http://www.nsdc.org/members/tools/tools10-04.pdf) |  |  |  |  |  |  |  |  |  |  |  | ★ |  | ★ |
| *The Turnaround Challenge: Why America’s best opportunity to dramatically improve student achievement lies in our worst performing schools*  Calkins, A., Guenther, W., Belfiore, G., and Lash, D. (2007). Mass Insight, Boston, MA | This report, funded by the Bill and Melinda Gates Foundation, provides a comprehensive framework for states and school districts to use as they begin their Turnaround work.  <http://www.massinsight.org/stg/research/challenge/>   * [Turning Around the Nation's Worst Schools](http://www.massinsight.org/publications/turnaround/54/) * [The Turnaround Challenge Executive Summary](http://www.massinsight.org/publications/turnaround/50/) * [The Turnaround Challenge Main Report](http://www.massinsight.org/publications/turnaround/51/) * [The Turnaround Challenge Powerpoint Version](http://www.massinsight.org/publications/turnaround/53/) * [The Turnaround Challenge Supplement to the Main Report](http://www.massinsight.org/publications/turnaround/52/) | ★ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Turning Around Low-Performing Schools:*  *Planning Template for Working With Districts and Working With Schools*  (4-6 pages)  Doing What Works, U.S. Department of Education | These planning templates, aimed for school- and district-level personnel, offer key actions to facilitate school turnaround efforts. Key actions are presented for leadership, instructional feedback, and organizational practices, teacher quality, monitoring of instruction, use of data for planning, collaborating with families and the community, and ensuring a supportive learning environment.  Planning Template #2: Working with Districts <http://dww.ed.gov/launcher.cfm?media/SchoolRestructuring/ST/TopicLevel/617_st_template_district_level_final.doc>  Planning Template #3: Working with Schools  <http://dww.ed.gov/launcher.cfm?media/SchoolRestructuring/ST/TopicLevel/614_st_template_school_level_final.doc> | ★ | ★ |  |  |  | ★ |  |  |  | ★ | ★ |  |  |  |
| *Using Student Achievement Data to Support Instructional Decision Making*  (76 pages)  (2009). What Works Clearinghouse, Institute of Educational Sciences, USDE, Washington, DC | This practice guide identifies best practices for using data to measure and inform instruction.  <http://ies.ed.gov/ncee/wwc/publications/practiceguides/?pgid=12> WWC Webinar: Using Data to Improve Student Achievement (December 17, 2009) <http://ies.ed.gov/ncee/wwc/publications/multimedia/#pgid12> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |