

The Essential Conditions:

Recommended Operational and Instructional Criteria for Partnership Zones

PEOPLE

- **School-level turnaround leader:** Based on leadership qualities associated with effective turnaround principals— a highly capable school-level leader is identified to exercise autonomies under the plan, build faculty and community buy-in, lead the implementation, and ensure adherence to the turnaround model.
- **Distributed school leadership team:** The turnaround principal is provided the authority to select and work with a school leadership team, and that team is given the support and training necessary to carry out its responsibilities effectively.
- **Flexibility and control over staffing:** The turnaround principal, supported by the school's leadership team, is provided authority to select, counsel out, and assign staff to positions in the school as needed to support the turnaround plan and to ensure the highest-possible quality faculty in the school. This authority should be provided in a way that does not jeopardize staffing in other parts of the district, and may manifest itself partly in voluntary opt-in/opt-out strategies such as required teacher election-to-work agreements.
- **District-level support team:** A senior district or state-level support team ensures that the turnaround leader(s)/school(s) have the appropriate operating flexibility, resources, and support required to reduce barriers and overly burdensome compliance requirements and to enable a school-wide focus on student needs and improved achievement.
- **School-level Lead Turnaround Partner:** The school turnaround plan includes a lead partner organization that brings critical capacities to turnaround design and implementation, and helps to integrate the work of other partners, subcontractors, agencies, and state support.

MONEY

- **Control over financial resources:** Each school's turnaround team is provided the autonomy to allocate financial resources as necessary to successfully implement the turnaround implementation plan, including the ability to pay staff for additional time, additional responsibilities, and incentives to work in the school and (collectively) to succeed. This includes reallocations of existing funding as well as new funds that can be directed to the project.

TIME

- **Extended learning:** The school schedule for student learning must provide significant additional time on a daily, weekly, and/or annual basis for the delivery of instruction and provision of individualized support as needed in core academic subjects and for enrichment activities. The district provides each turnaround school's leadership team with the authority and resources required to adjust the schedule as needed to support the turnaround plan.
- **Faculty collaboration:** The weekly and annual work schedule for teachers must provide adequate time for regular, frequent, faculty meetings to discuss individual student progress, other data analysis, curricular or grade-level teaching approaches and other reforms, and school-wide efforts in support of the turnaround plan.

PROGRAM

- **Personalized student supports:** The turnaround plan must identify personalized academic and non-academic support services for targeted instructional interventions and to address student social and emotional needs.
- **Aligned and data-driven instructional systems:** The turnaround plan specifically implements the following instructional systems and strategies:
 - Alignment of curricula, assessments, and professional development to state standards and college- and work-ready expectations;
 - Development and use of frequent formative assessments permitting immediate analysis, feedback, and targeted instruction; and
 - Data-driven decision-making for all activities relating to curriculum development, instructional strategies, and student-level interventions.
- **Integration of existing instruction and professional development activities:** The turnaround school principals are allowed to prioritize professional development activities that are directly related to the turnaround plan, and to abstain from other district-wide professional development activities that conflict with the turnaround effort.