

## Negotiation areas for “Transformation” and “Turnaround” intervention models

To receive SIG funding, districts must submit an application to the state that outlines their strategic plan to implement one of four intervention models in their persistently lowest-achieving schools. The four intervention models include:

| Model                  | Description  |
|------------------------|--|
| <b>School Closure</b>  | Close a school and enroll the students who attended that school in higher achieving schools that should be within reasonable proximity to the closed school.   |
| <b>Restart</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>Turnaround</b>      | <p>Replace the principal and rehire no more than 50% of the staff; grant the principal sufficient operational flexibility (incl. staffing, calendars/time, and budgeting) to implement the comprehensive approach to substantially improve student outcomes.</p> <p>The turnaround model may involve creating a new school and may include any of the activities required or permissible under the Transformation model.</p> |
| <b>Transformation*</b> | <p>Implement each of the following strategies:</p> <ol style="list-style-type: none"> <li>1. Replace the principal and take steps to increase teacher and school leader effectiveness;</li> <li>2. Institute comprehensive instructional reforms;</li> <li>3. Increase learning time and create community-oriented schools; and</li> <li>4. Provide operational flexibility and sustained support.</li> </ol>                |

\*If an LEA has 9 or more Tier I and Tier II schools, the LEA may not implement the transformation model at more than 50% of those schools.

The Turnaround and Transformation models have requirements that affect the working conditions of teachers and may require modifications to the district’s collective bargaining agreements. To gain buy-in from teachers for the intervention plans, it will be necessary for the district to address these issues with the local union and to secure their support or commit to plans for negotiation prior to submitting the district’s application to the state. The following table displays these negotiation areas, organized by four key categories of operating conditions: People, Program, Time and Money.

| Intervention Type |             |            |             | Negotiation Area                                 | Description   |
|-------------------|-------------|------------|-------------|--|---|
| Transformation    |             | Turnaround |             |  |   |
| Required          | Recommended | Required   | Recommended |  |   |
| X                 |             |            | X           | <b>People:</b><br>Teacher Evaluation             | Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement. |
|                   | X           |            | X           | <b>People:</b><br>Teacher Evaluation             | Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.  |
| X                 |             | X          |             | <b>People:</b><br>Site-based Personnel Decisions | Operational flexibility/hiring: Grant the principal sufficient operational flexibility (incl. staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.  |
|                   | X           |            | X           | <b>People:</b><br>Site-based Personnel Decisions | Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.  |
| X                 |             |            | X           | <b>People:</b><br>Site-based Personnel Decisions | Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.   |
|                   |             | X          |             | <b>People:</b><br>Site-based Personnel Decisions | Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (a) by screening all existing staff and rehire no more than 50%, and (b) by selecting new staff  |
| X                 |             | X          |             | <b>Program:</b><br>Professional Development      | Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.   |

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|-------------------|-------------|------------|-------------|---|---|
| Transformation    |             | Turnaround |             |   |   |
| Required          | Recommended | Required   | Recommended |   |   |
|                   | X           |            | X           | <b>Program:</b><br>Professional Development | Institute a system for measuring changes in instructional practices resulting from professional development.  |
| X                 |             | X          |             | <b>Program:</b><br>Curriculum & Use of Data | Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.  |
| X                 |             | X          |             | <b>Program:</b><br>Curriculum & Use of Data | Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.   |
| X                 |             | X          |             | <b>Time:</b><br>Expanded Learning Time      | Establish schedules and implement strategies that provide increased learning time.  |
|                   | X           |            | X           | <b>Time:</b><br>Expanded Learning Time      | Expand the school program to offer full-day kindergarten or pre-kindergarten  |
|                   | X           |            | X           | <b>Money:</b><br>Incentives                 | Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school  |
|                   | X           |            | X           | <b>Money:</b><br>Budget                     | Implement a per-pupil school-based budget formula that is weighted based on student needs.  |
| X                 |             | X          |             | <b>Money:</b><br>Incentives                 | Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the school. |