

Seven Turnaround Principles

- 1) Providing strong leadership by:
 - (a) reviewing the performance of the current principal;
 - (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and
 - (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.

- 2) Ensuring that teachers are effective and able to improve instruction by:
 - (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort;
 - (b) preventing ineffective teachers from transferring to these schools; and
 - (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

- 3) Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.

- 4) Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.

- 5) Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.

- 6) Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

- 7) Providing ongoing mechanisms for family and community engagement.

Four Lenses of Data

- 1) Student Achievement
- 2) Professional Practices
- 3) Programs and Structure
- 4) Family and Community