ERS: Turnaround Schools Self-Assessment

Area	Question	Response – (1)	Response - (2)	Response - (3)
What does each school need? Does your district systematically assess student needs, teacher capacity, and school practice at each school?	1. The district has an effective method for evaluating student needs at each school.	The district has no effective method for tracking student needs by school.	The district tracks enrollment of special populations (e.g. special education, ELL, free and reduced-price lunch) by school.	The district has a clear, well-established process for evaluating student needs by school that includes measures of performance, risk factors, and special populations.
	2. The district deliberately manages the distribution of the highest-needs populations across schools.	The district does not deliberately manage the distribution of the highest-needs populations.	The district provides additional resources to the highest-needs populations (e.g. self-contained special education) but does not actively manage the assignment of these populations.	The district has examined the distribution of students at turnaround schools and taken action either to change student assignment or to ensure that sufficient resources are available for those schools.
	3. The district has an effective method for evaluating principal performance.	The district has no effective method for evaluating principal performance.	The district evaluation system is primarily qualitative, based on clearly defined standards.	The district has an effective method for evaluating principal performance relative to clearly defined standards that combines qualitative and quantitative data from a variety of different sources, including school and student performance.
	4. The district has an effective method for evaluating teacher performance.	The district has no effective method for evaluating teacher performance.	The district evaluation system relies primarily on observation and/or does not systematically assess teacher performance.	The district has an effective method for evaluating teacher performance that draws on a variety of different data sources, including observations,

				responsibilities, and student outcomes.
	5. The district has an effective method for evaluating school practice.	The district has no clear method for assessing school practice.	The district has a well-defined set of school essentials but does not use them as a part of school planning to inform school priorities and support.	The district has a well-defined set of school essentials that are a central part of school improvement planning and inform school priorities and support.
What does each school get? Does your district allocate resources equitably to schools based on need? Do schools use those resources effectively to support instructional goals?	1. The district ensures that students with greater learning challenges, such as students significantly below grade level, special education students, ELL students, and students in poverty, *at all schools* receive additional resources to support these needs.	Additional resources for greater student needs come mostly through categorical funds and address only some categories of struggling students.	Additional resources for greater student needs come mostly through categorical funds but address all four-student types listed to the left.	The district leverages both general and categorical funding to provide additional funding to students with high needs, including special education, ELL, poverty, and students who are off-track or struggling academically.
	2. The district considers current funding levels when determining additional funding and support for turnaround schools.	All turnaround schools receive the same incremental funding.	All turnaround schools receive the same incremental funding but some additional funding is available for schools with a currently extremely low funding level.	The district considers current funding levels when determining additional turnaround funding and the level of additional funding varies from school to school based on need and current funding.
	3. Turnaround schools have lower class sizes and teacher loads for the most critical grades, subjects, and students.	Class size targets vary only by student type (e.g., special education, ELL) and or electives, such as physical education.	Class size targets vary by grade and subject.	Schools deliberately manage class size targets based on student needs.

	4. Turnaround schools maximize instructional time in core academic subjects.	Schools do not provide additional time in core academic subjects.	Some schools provide additional time in some subjects.	All schools provide additional time in English language arts and math.
	5. Turnaround schools extend learning time for students who need it.	Schools do not extend learning time.	Some schools provide extra time for struggling students.	All schools provide extra time for struggling students.
	6. The district provides guidelines and shares best practices on how to differentiate instructional time and increase individual attention based on student need.	The district provides limited support.	The district provides some support to some turnaround schools.	The district provides significant support to all turnaround schools.
How effective is your turnaround strategy? Does your district have an effective turnaround program that tailors interventions to meet individual school needs?	1. The district has a systematic way to assess school performance and to identify which schools should be turnaround schools.	The district does not have a clear, well-established process for assessing school performance or clear criteria for which schools are turnaround schools.	The district has a process for assessing school performance but does not have clear criteria for which schools are turnaround schools.	The district has clear, well-established processes for assessing school performance and clear criteria for which schools are turnaround schools.
	2. The district has a deliberate turnaround strategy for persistently low-performing schools.	The district has no specific strategies for low-performing schools.	The district has a variety of programmatic interventions, each applied independently to some subset of low-performing schools.	The district has a deliberate, comprehensive turnaround strategy for all persistently low-performing schools.
	3. If your school has a comprehensive turnaround strategy in place, how many of these components does the turnaround strategy have?	The turnaround strategy has zero or one of the components listed to the left.	The turnaround strategy has two or three of the components listed to the left.	The turnaround strategy has all four of the components listed to the left.

	✓ A transformational leader and expert teacher teams ✓ Help for at-risk students ✓ School designs that provide additional time and individualized interventions based on student needs ✓ Additional resources and support			
	4. The district's method for determining which federal intervention strategy is most appropriate for each turnaround school is grounded in each school's student needs and performances, teacher leadership capacity, and instructional practice.	There is no clear method for determining the federal intervention approach.	The choice of federal intervention model takes some but not all of these factors into account.	School and student needs drive the choice of federal intervention model.
	5. Investments in turnaround schools are used to change underlying structures and not for add-ons to existing programs (e.g., tutoring, afterschool programs).	All or most turnaround support is devoted to separate add-on programs.	Turnaround support is a combination of program-based and restructuring-focused.	Turnaround support is provided as part of an integrated restructuring process.
	6. The district has clear performance standards for turnaround schools and schools leaders and tangible consequences for both	The district has no clear performance standards for turnaround schools.	The district has established standards for turnaround schools but the consequences of meeting or	The district has clear standards for turnaround schools and consequences of performance are well understood and enforced.

	meeting/exceeding and falling short of these standards.		not meeting those standards are not clear.	
What are the right interventions? Does your district invest first in mission critical areas?	1. The district has an effective method for placing high-capacity principals in turnaround schools.	The district does not have a method for placing high-capacity principals in turnaround schools.	The district has incentives to attract principals to turnaround schools but does not actively pursue the highest performers.	The district identifies its highest-performing principals and actively recruits them to turnaround schools and/or targets top performers from outside the district.
	2. The district provides incentives to teachers to work in turnaround schools.	The district does not provide teachers incentives for working in turnaround schools.	The district has some incentives in place but they are not adequate to attract and retain the needed staff at turnaround schools.	The district has effective incentives to attract and retain high-performing teachers at turnaround schools.
	3. Principals have authority to choose teachers based on the fit of their skills and expertise with school and student needs.	Principals must fill open positions based on seniority or other transfer policies.	Some principals may choose teachers based on need and fit.	All principals may choose teachers based on fit and need and work closely with human resources to ensure they have access to the right candidates.
	4. Turnaround schools have support for removing low-performing teachers.	There is not an effective process for removing low-performing teachers from turnaround schools.	There is an effective process for transferring low-performing teachers from turnaround schools to other schools.	There is an effective process for transferring low-performing teachers from turnaround schools and removing them from the district if appropriate.
	5. Most specialist teachers (e.g., special education, ELL) at turnaround schools are certified in core academic subject areas as well.	Most specialist teachers are not subject certified.	Some or most specialist teachers are subject certified.	All specialist teachers are subject certified.
	6. Turnaround schools have high-quality formative assessments that provide	Schools do not have effective formative assessments.	Schools have and use effective formative	Schools have and use effective formative

	ongoing information on student achievement.		assessments for some subjects and grades.	assessments for all subjects and grades.
	7. Teachers in turnaround schools are provided with at least 90 minutes of collaborative planning time (CPT) per week, during which they have expert support, work with formative assessments, and collaborate with their colleagues in their subject area and grade.	Teachers do not have at least 90 minutes of CPT per week.	Teachers have at least 90 minutes of CPT per week but do not have expert support in using student performance data to adjust instruction.	Teachers have 90 or more minutes of CPT per week with a teacher leader or instructional coach and use this time to review student performance data and adjust instruction.
	8. The district provides additional health, social, and emotional support to students in a variety of at-risk categories.	The district does not provide additional non-academic support for at-risk students.	Nonacademic support is provided for at-risk students through standalone programs.	Nonacademic support for at-risk students is integrated with overall instruction.
	9. School supervisors for turnaround schools have reduced spans of control and provide differentiated levels of support to schools based on performance level.	School supervisors with responsibility for turnaround schools do not have reduced spans of control.	School supervisors with responsibility for turnaround schools have slightly reduced spans of control.	School supervisors with responsibility for turnaround schools have significantly reduced spans of control.

Instructions:

For each best practice, circle the best choice that is closest to current practice in your district. If you don't know the answer, leave it blank. Give yourself one point for every 1, two points for every 2, and three points for every 3.

Evaluating Your Score

First look at all the areas in which you circled a 1. These are the areas on which you need to focus to improve your district's approach to turnaround schools. Second, to get an overall sense of how your district compares to best practice, compute your score:

- **If your total score is between 61 and 78,** and there is clear evidence of performance improvement in your turnaround schools, you're on the right track. Your district is likely doing a good job providing turnaround schools with the resources and support they need to succeed.
- **If your total score is between 43 and 60,** there are opportunities for improvement in your district. Look through the Self-Assessment to identify the areas where you scored lower and turn to those sections of the ERS guide (*Turnaround Schools: District Strategies for Success and Sustainability)* for ideas on how to diagnose and address your funding issues.
- **If your total score is below 42,** you need to reexamine your approach to turnaround schools. Read the ERS guide (*Turnaround Schools: District Strategies for Success and Sustainability)* for direction on how to diagnose and address your funding issues.