

Research-Based Best Practices* – March 2016

*This document represents a summary of research-based findings from multiple data sources.

Human Capital / Personnel	Turnaround Levers / Director of School Leadership	District Strategic Team Proposals	Scale Up Evaluation Findings	Turnaround Research Review	Strength of Evidence
Ensure that strong leaders are in place at all turnaround schools. Provide current and prospective leaders (principals and assistant principals) with a competency inventory to ensure that they are good candidates to complete “turnaround” initiatives. ¹	x	x	x	x	Strong
Develop a pipeline of “turnaround” leaders through differentiated training related to research-based competencies. ²	x	x	x	x	Strong
Ensure that each school has highly effective teachers. Evaluate current staff and retain top teachers. Recruit and select high-performing teachers who show potential to work in turnaround schools. ³	x	x	x	x	Strong
Develop a tiered coaching model that provides new and less experienced teachers additional coaching support from instructional coaches and master or mentor teachers. The master teacher positions may receive an additional stipend tied to completion of professional requirements.	x	x	x	x	Strong
Provide paraprofessional teaching partners to each school (per model). Continue to utilize additional instructional support (e.g., paraprofessionals). Allow for flexibility of hiring and staffing at each school site to enhance academic support.	x		x		Some
Provide updated and additional training to the teachers in how to work with and utilize paraprofessionals as teaching partners. ⁴ Develop and implement a more specific employee performance monitoring and appraisal system for non-teaching staff, including paraprofessionals. ⁵			x		Some

¹ Align selection of school leader with “turnaround” competencies (Hassel & Hassel, 2009).

² Potential candidates complete a residency with monthly PD and action-based projects throughout the year. Candidates learn the components of data analysis, problem solving, and transformational leadership. This could also include mentorship with experienced turnaround principals or assistant principals, and cohort or peer group collaboration.

³ For example, candidates should possess excellent VAM, evaluation, interview, attendance, and/or FSA data. This would not exclude teachers who are new to the profession as they may possess the adequate competencies and backgrounds to work in turnaround environments.

⁴ Although there was a training for teachers in 2014-2015, an updated training is recommended that aligns with the updated paraprofessional job description and appraisal system.

⁵ This process will help to monitor and provide more specific feedback to these employees.

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Recruitment and Retention	Turnaround Levers Director of School Leadership	District Strategic Team Proposals	Scale Up Evaluation Findings	Turnaround Research Review	Strength of Evidence
Implement a substantial recruitment/retention compensation package for all teachers and school leaders working in turnaround schools.	x	x	x	x	Strong
Compensate teachers their hourly rates for longer school day and additional training.	x	x	x	x	Strong
Compensate teachers and school leaders for achieving performance goals (both school and individual performance).	x	x	x	x	Strong
Establish job fairs to specifically target outstanding teaching candidates. Require all schools to participate in the Florida Teach-In.	x	x		x	Strong
Strategically place interns with desired interest in turnaround work at turnaround schools or priority schools.		x		x	Strong
Provide new hires with opportunities to get acclimated to these schools through employment during Summer Bridge.		x		x	Some
Collaborate with external partner(s) on “diversity hiring” focus.	x	x		x	Strong
Additional Recommendations					
Implement a commitment form for all teachers at turnaround schools.	x	x			Some
Allow turnaround and priority schools to interview outside the transfer window and any related priority hiring advantages.	x	x		x	Strong

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Teaching and Learning	Turnaround Levers / Director of School Leadership	District Strategic Team Proposals	Scale Up Evaluation Findings	Turnaround Research Review	Strength of Evidence
Extend the instructional school day to accommodate flexible instructional model, student intervention and recess time.	x	x	x	x	Strong
Develop a unique, instructional model that provides for planning, differentiation, academic rigor and enrichment.	x	x	x	x	Strong
Identify model classrooms in both primary and intermediate grades so as to create exemplars of best practices for teachers to follow.	x	x	TNTP	x	Strong
Increase regularity of formative assessments (aligned to standards) and use of data to drive instruction. These schools should also participate in district cycle or similar progress monitoring assessments.	x	x	x	x	Strong
Examine the current curriculum and alignment to standards , and the degree to which the materials support the learning and engagement of the student population at turnaround schools.	x	x	x	x	Strong
Continue to provide ongoing school visits, ISM supports and district monitoring.		x	x		Some
Enhance communication with those agencies who offer after school programming to maximize the enrollment of students in after school programs and to align these efforts to student needs. ⁶			x	x	Some
Additional Suggestions					
Provide embedded full-time instructional coaches and priority access to the Just-in-Time coaches (within a week of request). Increase ELA coaches to two per schools, one for primary and one for intermediate.				x	Limited
Use coaches as facilitators to lead effective planning and to identify standards-based interventions.	x			x	Limited
Increase individual support for the use of Leveled Literacy Intervention (LLI) model. Additional intervention materials would be required.				x	Limited

⁶ Examples would include scheduling to make it easier for sibling groups to come to different programs, targeting specific grade levels to reduce competition among programs, and the alignment of transportation efforts. It is recommended that there is a cross-departmental team that addresses this (Teaching and Learning, Title I, Strategic Partnerships). For example, this team could develop a short-term task force to address the alignment, and then meet on an ongoing basis to monitor and refine these efforts.

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Culture and Climate	Turnaround Levers / Director of School Leadership	District Strategic Team Proposals	Scale Up Evaluation Findings	Turnaround Research Review	Strength of Evidence
Develop and implement learning-focused, in-school suspension option at each of the schools taught by a highly qualified teacher.	x	x	x	x	Strong
Maintain current staffing model for support staff (social worker, guidance counselor, and psychologist). ⁷	x	x	x	x	Strong
Provide actions specific to character and community-building in each school. For example, schedule twice weekly community meetings for all students. Require evidence of events spotlighting student success , social clubs, and community involvement inside of the school.	x	x	TNTP	x	Strong
Monitor Monthly Discipline Data Reports. Provide supports as needed.	x	x	x	x	Strong
Closely implement and monitor Positive Behavioral Supports .	x	x	x	x	Strong
Continue to refine a plan to more extensively support teachers in the area of culturally responsive pedagogy and determine ways to provide equity training for instructional staff at turnaround sites .		x	x	x	Strong
Provide rigorous implementation of Culturally Responsive Intervention Model/Restorative Practices/Discipline Tracker System . This may include required peer mediation systems, flexible discipline coding and social service interventions. ⁸	x	x	x	x	Strong

⁷ Align the roles/responsibilities for each of the positions (i.e. evidence of small group counseling, peer-mediation).

⁸ This model could include mandated peer mediation system and support, flexible discipline coding and interventions, and differentiated processes for Re-assignment.

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Family and Community Engagement	Turnaround Levers / Director of School Leadership	District Strategic Team Proposals	Scale Up Evaluation Findings	Turnaround Research Review	Strength of Evidence
Require one family/community engagement activity (connected to academic learning) each month related to literacy and math and closely monitor.	x	x	x	x	Strong
Provide extensive school-based training related to the Dual-Capacity Workshop framework (Dr. Karen Mapp).		x	x	x	Strong
Provide cross-departmental supports and monitoring of the quality of family engagement activities at these school sites to ensure alignment with best practices for family engagement.	x	x	x	x	Strong
Additional Suggestions					
Implement more educational field-trips and invite parents to participate as chaperones.	x			x	Limited
Refine and standardize a process for referrals related to family needs (family navigators) to improve flow of wrap-around services.			x		Some
Continue the quarterly meetings with the JWB staff, PCS district staff, family navigators, mental health clinicians, school social workers, and school psychologists to share best practices for continuous improvement of additional wrap-around services.			x		Some
Provide a structure for professional learning communities (PLCs) to occur among the school social workers with their supervisor, the school psychologist with their supervisor, the family navigators with their supervisor, and the mental health clinicians with their supervisor. ¹			x		Some

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District Level Supports	Turnaround Levers / Director of School Leadership	District Strategic Team Proposals	Scale Up Evaluation Findings / TNTP Feedback	Turnaround Research Review	Strength of Evidence
Form a district Transformation Team that is provided a great deal of autonomy to impact turnaround schools and consider forming district and school-based action planning teams. ⁹	x	x	TNTP	x	Strong
Build advanced accountability and data systems , such as a new student dashboard, that tracks student performance on skills and standards and provides real-time data to principals and teachers to inform decisions. Provide training and support on the dashboard aligned to a protocol for adapting instruction regularly.	x	x	TNTP	x	Strong
Use evaluation and facilitation of research-based logic models to provide research-based feedback on school turnaround strategies.	x	x	x		Strong
Consider teaming with an external consultant to facilitate the strategic roll out of the turnaround plan.		x	x	x	Strong
Create and articulate a powerful vision and plan for school turnaround and make tough decisions to advance the work efficiently.	x	x		x	Strong
Consider visiting a turnaround district , including school sites to experience the systems and district level supports that may need to be in place to ensure successful turnaround.	x		x	x	Some
Additional Suggestions					
View turnaround options through a portfolio of approaches, with school magnet programs or school closure as viable options.		x	x	x	Strong
Create the necessary school-based conditions for success and partner with teacher and support staff unions as needed.	x	x		x	Strong
Build school-based systems and structures that allow for sharing of best practices across schools.	x	x	x	x	Strong

⁹ District action team might include the Director of School Leadership, Turnaround Team, Area Superintendents, specific district leaders, and possibly teachers, instructional coaches and members of each school's SBLT.

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Empowerment Branding	Turnaround Levers / Director of School Leadership	District Strategic Team Proposals	Scale Up Evaluation Findings / TNTF Feedback	Turnaround Research Review	Strength of Evidence
Promote school autonomy to alter and impact their own vision that is unique to turnaround settings. Promote schools with autonomy to alter the district instructional model, develop their own professional development as needed, and edit and adapt <u>the staffing model</u> as required. ¹⁰	x	x	x	x	Strong
Increase the visibility and awareness of the “turnaround” schools through a new “empowerment branding” and engage the community in celebrating the innovations and successes at these schools. Change the brand of the Scale Up schools as members of a new, highly innovative “Transformation Zone.” ¹¹	x			x	Some
Market the campaign throughout the county on billboards and in ads. ¹²	x				Some
Empower strong school leaders to make decisions based on school needs and provide autonomy to the Director of School Leadership and Transformation Team to impact these schools in unique and innovative ways.	x	x	x	x	Strong

¹⁰ In order for turnaround attempts to be successful, districts must make a full commitment to instructional resources, human capital, and autonomy for school leaders (Kowal, Rosch, Hassel & Hassel, 2009; Robinson & Buntrock, 2011).

¹¹ “Transformation Zone” calls on educators that would like to prove the impossible as being possible. “Transformation Zone” receive intensive support from transformation team. Additional support delivered on a needs basis.

¹² This would help change the narrative provided via local media and allow the district to be viewed as innovative and controlling its own narrative.

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