

The Turnaround Model
Reform Model Implemented at the Persistently Low Achieving Schools (PLAS) in FUSD

California Department of Education Guidelines (from www.cde.ca.gov)

1. A turnaround model is one in which an LEA must:
 - i. Replace the principal and grant the principal sufficient operational flexibility (including in 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;
 - ii. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - A. Screen all existing staff and rehire no more than 50 percent; and
 - B. Select new staff;
 - iii. 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 turnaround school;
 - iv. Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
 - v. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
 - vi. 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;
 - vii. 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;
 - viii. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - ix. Provide appropriate social-emotional and community-oriented services and supports for students.

The Turnaround Model in Fresno Unified

The three PLAS identified sites are: Webster Elementary (K-6), Carver Academy (5-6), and Yosemite Middle School (7-8).

Staffing:

- The **administrative teams** were replaced for the 2010-2011 school year.
 - Yosemite: Principal Ed Gomes
 - Carver: Principal Steve Gonzalez
 - Webster: Principal Kelli Wilkins (2009-2010, acceptable under CDE guidelines)
- **At least 50% of the teaching staff was replaced** through a process that considered student achievement data, teacher interview, and recommendations of site and district leadership.
 - Fresno Teachers Association (FTA) was involved as this did not follow the Collective Bargaining Agreement process for transfers and hiring.
- The three schools were assigned to a **new supervisor**, Julie Severns, as a separate grouping called the Turnaround Schools, separate from elementary and secondary divisions of school leadership.

Increased Learning Time for Students:

- Students attend for **30 additional minutes** every day.
- The School Improvement Grant (SIG) requires that the increased learning time address both core academic areas as well as enrichment activities, so students are involved in both intervention and elective type activities.
- Summer Programs and After School Programs are expanded and made available to ALL students, rather than a specific group as is the case at other FUSD schools.

Teacher Professional Learning/Collaboration:

- Teachers have **10 additional duty days** without students for extensive professional development and Accountable Community time (grade level or subject area alike teams)
 - Those are scheduled prior to students beginning the year as well as throughout the year in smaller blocks of time.
 - The additional time, both in duty day due to the extra 30 minutes of instruction as well as 10 additional work days without students, required a memorandum of understanding (MOU) to be developed with FTA.
 - The teachers at these three sites receive additional compensation based on their hourly rate of pay which equates to approximately 10-11% increase in salary.
- **Collaborative Teams** are a focus of the professional learning (emphasized by FTA).
 - The additional time combined with the availability of the SIG funds allow for supplemental contracts at \$30 an hour when the 54 contractual hours are used.
 - Teachers at these three schools are able to meet far more regularly than the approximate once a week at most FUSD schools.
 - Yosemite has daily team meetings
 - Webster and Carver teams meet a minimum of 2 days a week.
- **Common Assessments** (both formative and summative) drive the collaborative work and related instructional decisions.

Supports for Students

- SIG funded positions allow for both academic and social emotional supports in a multi-tiered approach.
 - Services are provided on campus to support mental health needs
 - Increased time for baseline services (Psychologist, special education staff) allow for preventative, proactive supports for students and families.
 - Professional learning for staff has included both instructional focus as well as behavior support focus (Safe and Civil Schools and Capturing Kids Hearts)