

An Overview of School Turnaround

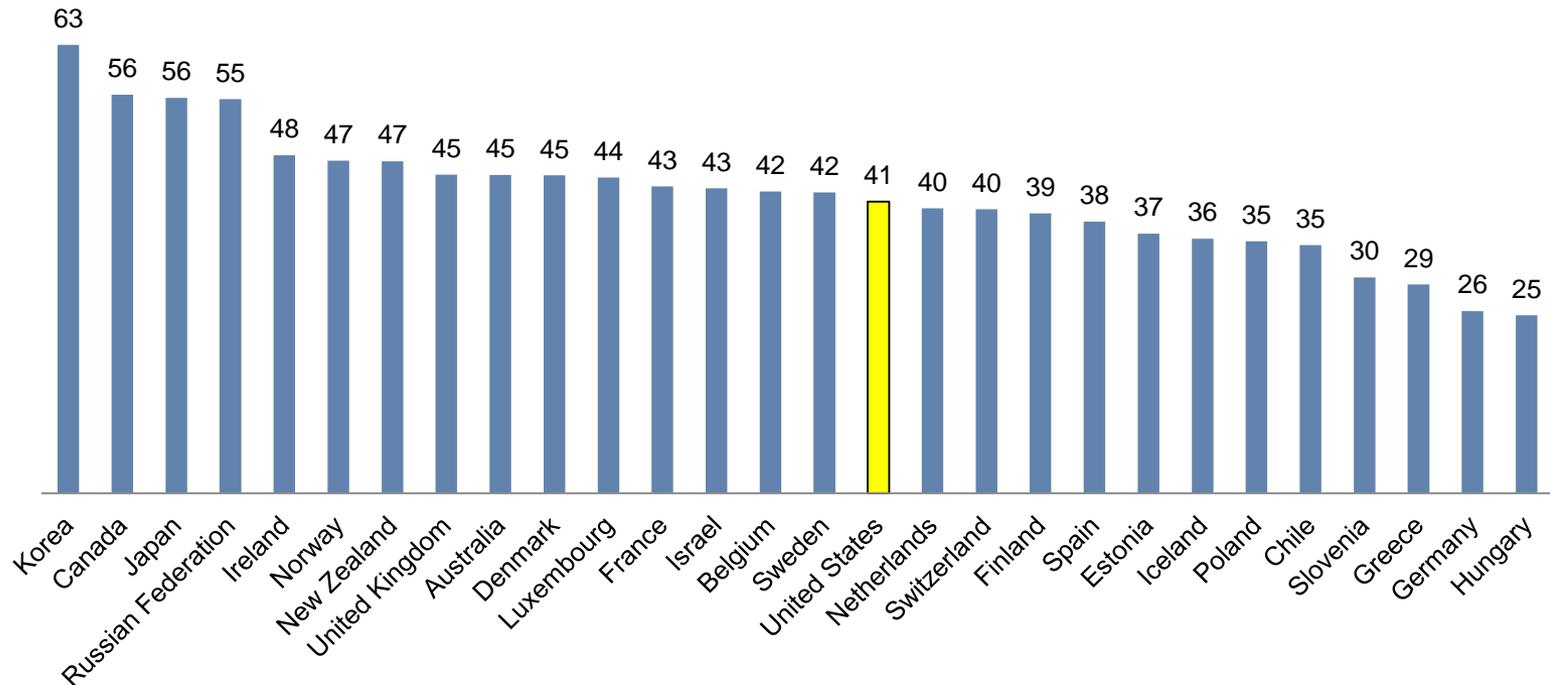


November 28, 2011

The U.S. ranks 16th in the world in college attainment.

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Percentage of 25- to 34-year-olds who completed an associate's or higher degree (2009)



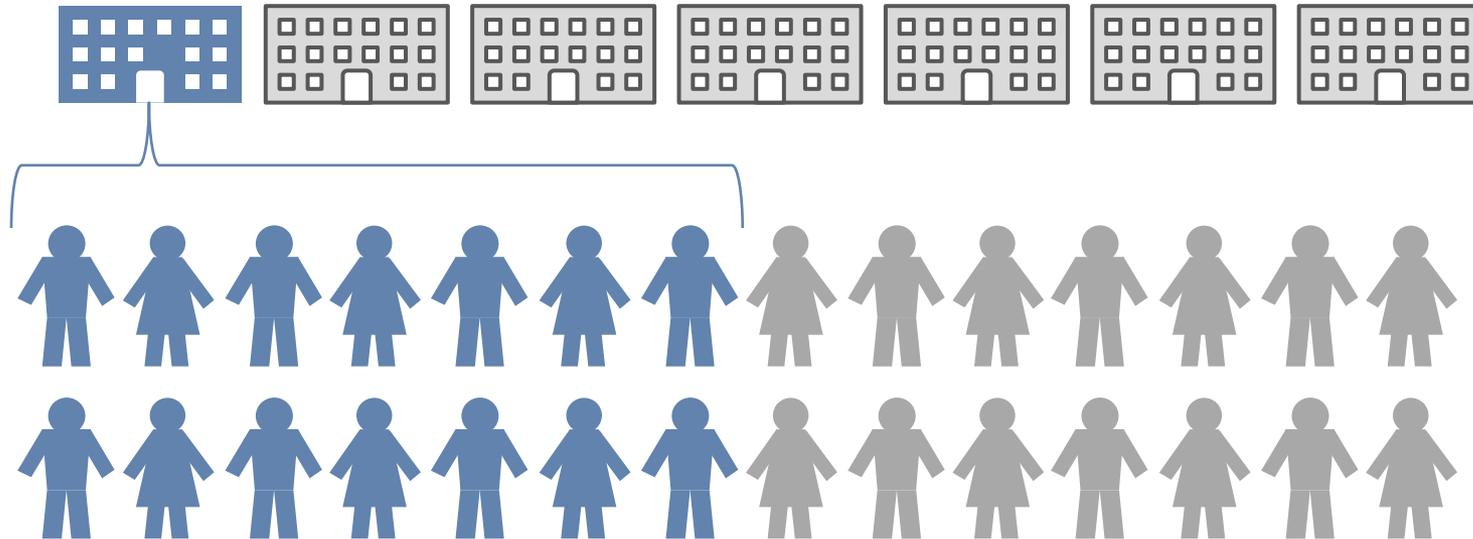
Source: Organisation for Economic Co-operation and Development, Education at a Glance 2011

“By 2020, America will once again have the highest proportion of college graduates in the world.”

- President Obama, February 2009

Fewer than 15% of high schools produce half of the nation's 1.2 million dropouts.

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Source: Robert Balfanz and Nettie Legters, Locating the Dropout Crisis (2004)

“It’s time for all of us, no matter what our backgrounds, to come together and solve this epidemic. Stemming the tide of dropouts will require turning around our low-performing schools. Just 2,000 high schools in cities like Detroit, Los Angeles, and Philadelphia produce over 50% of America’s dropouts...Let us all make turning around our schools our collective responsibility as Americans.”

- President Obama, March 2009

To help achieve the President's 2020 goal, ED has focused much of its K-12 strategy on four key reform areas.

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Raise **standards** and improve **assessments**



Recruit, retain, and support **effective educators**



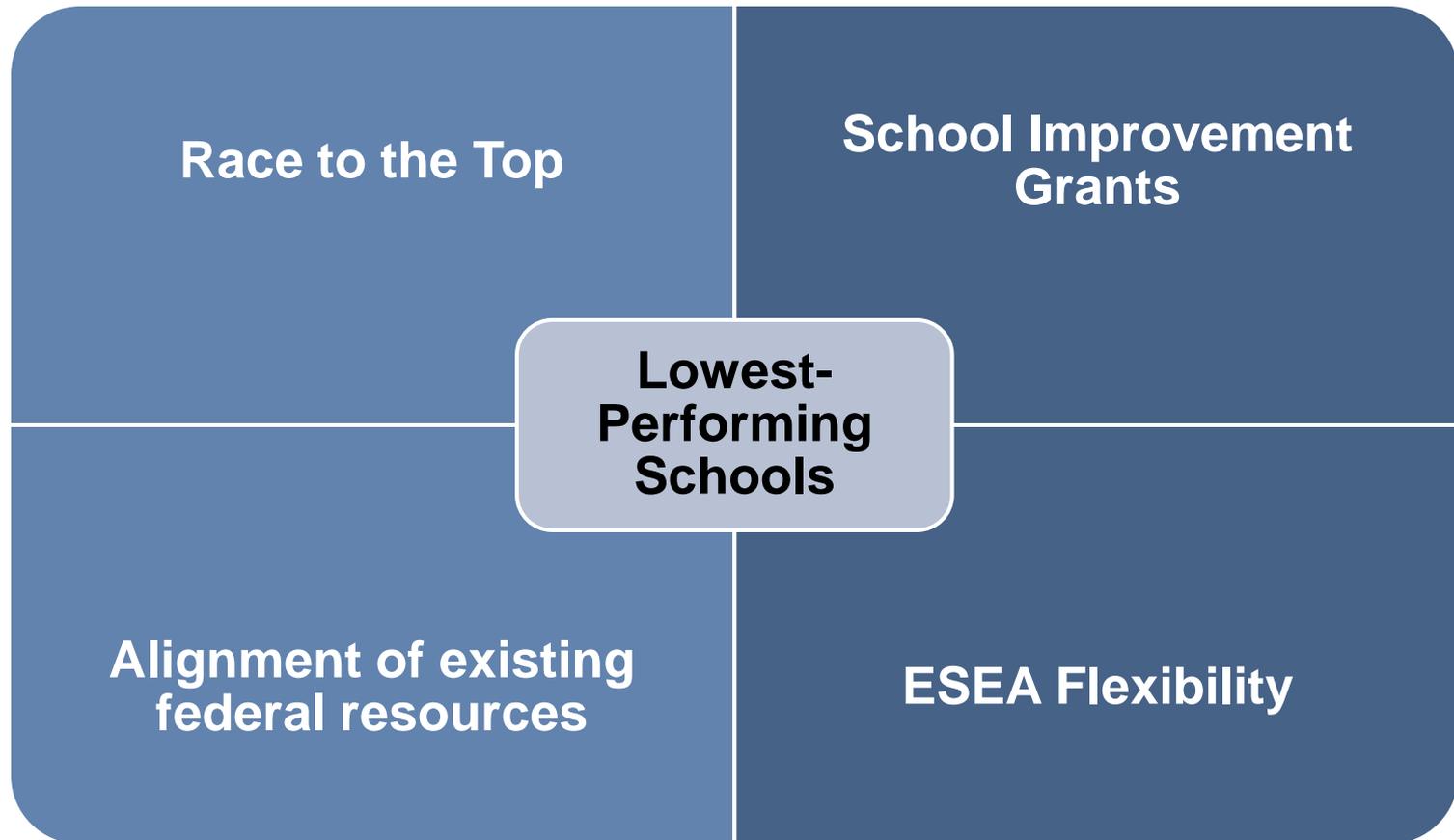
Build robust **data systems** that track student progress and improve practice



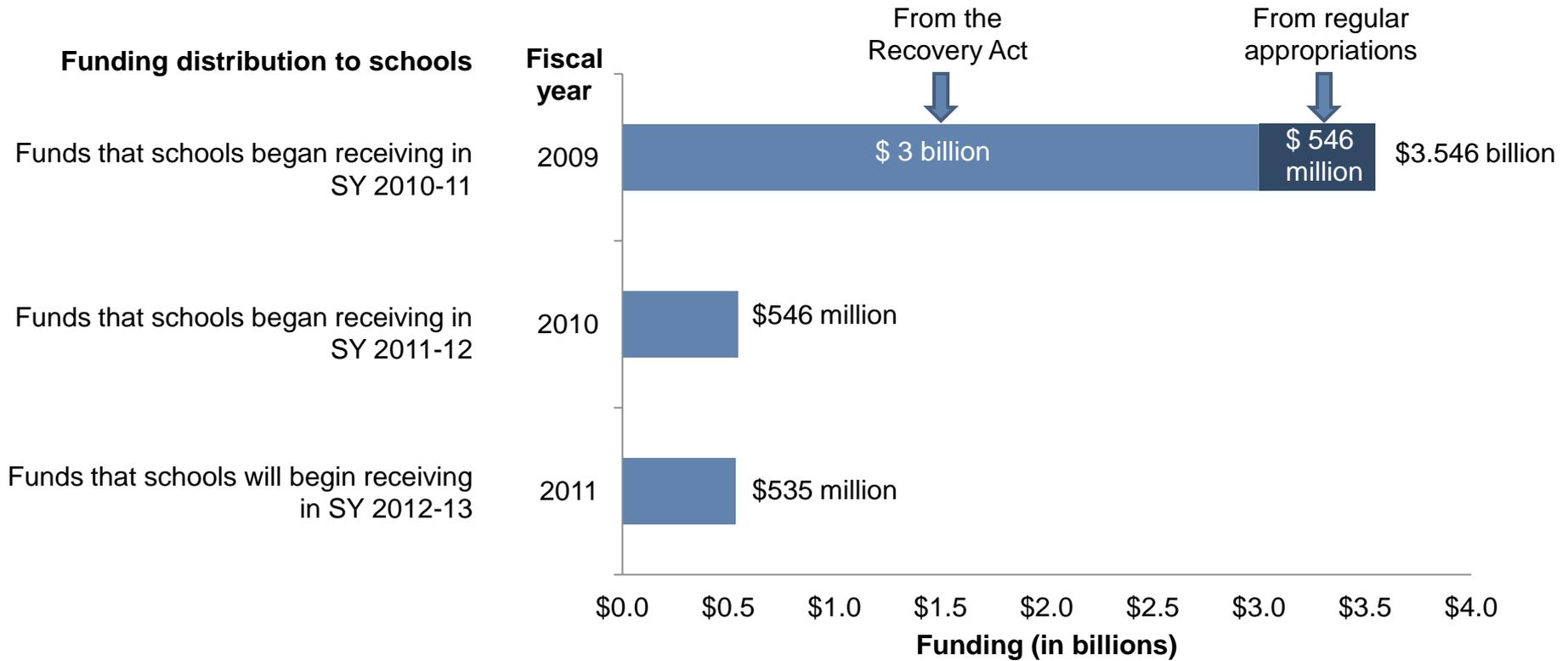
Turn around **lowest-performing schools**

ED is focusing much of its resources and attention on helping states and districts turn around the lowest-performing schools.

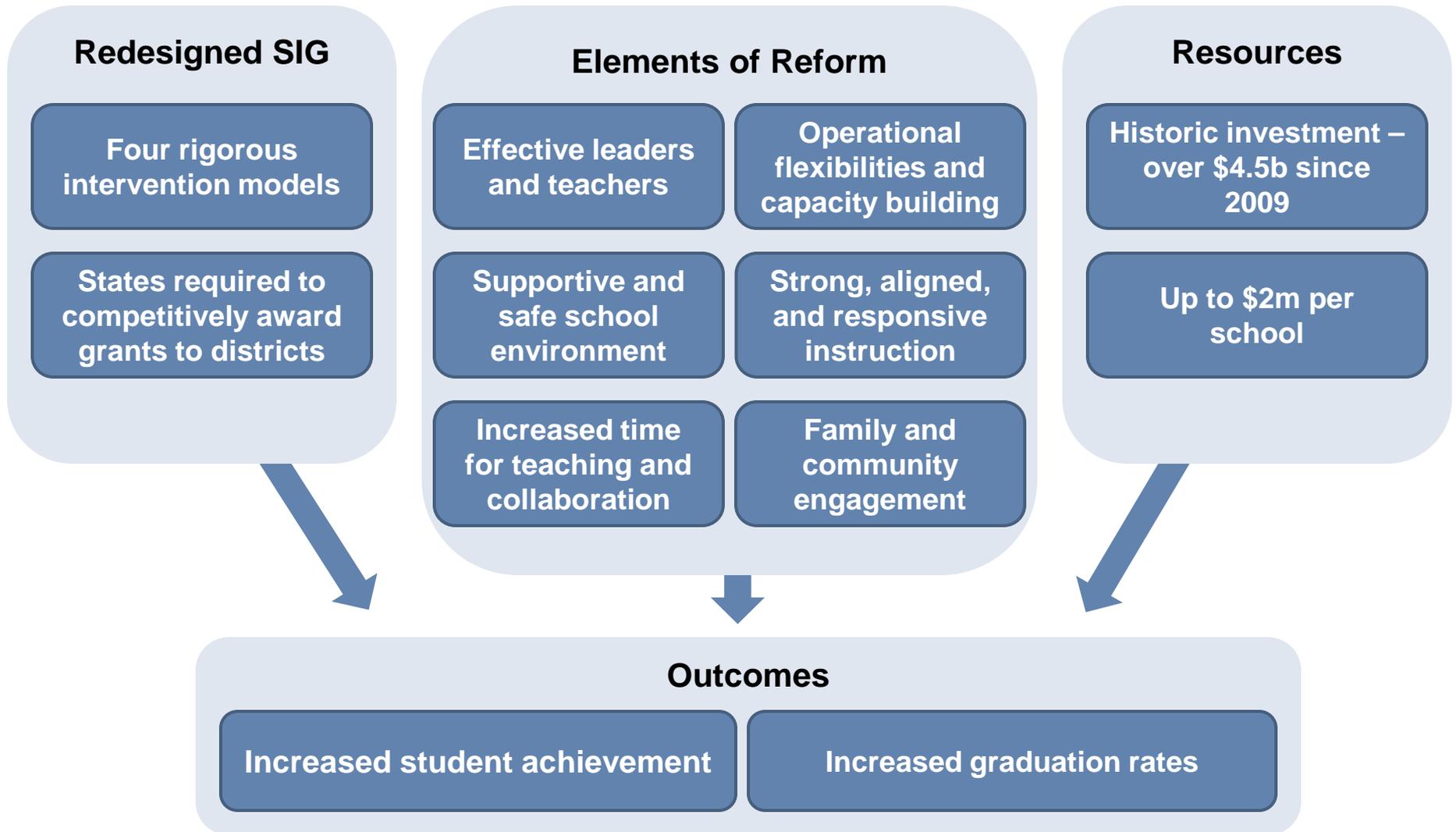
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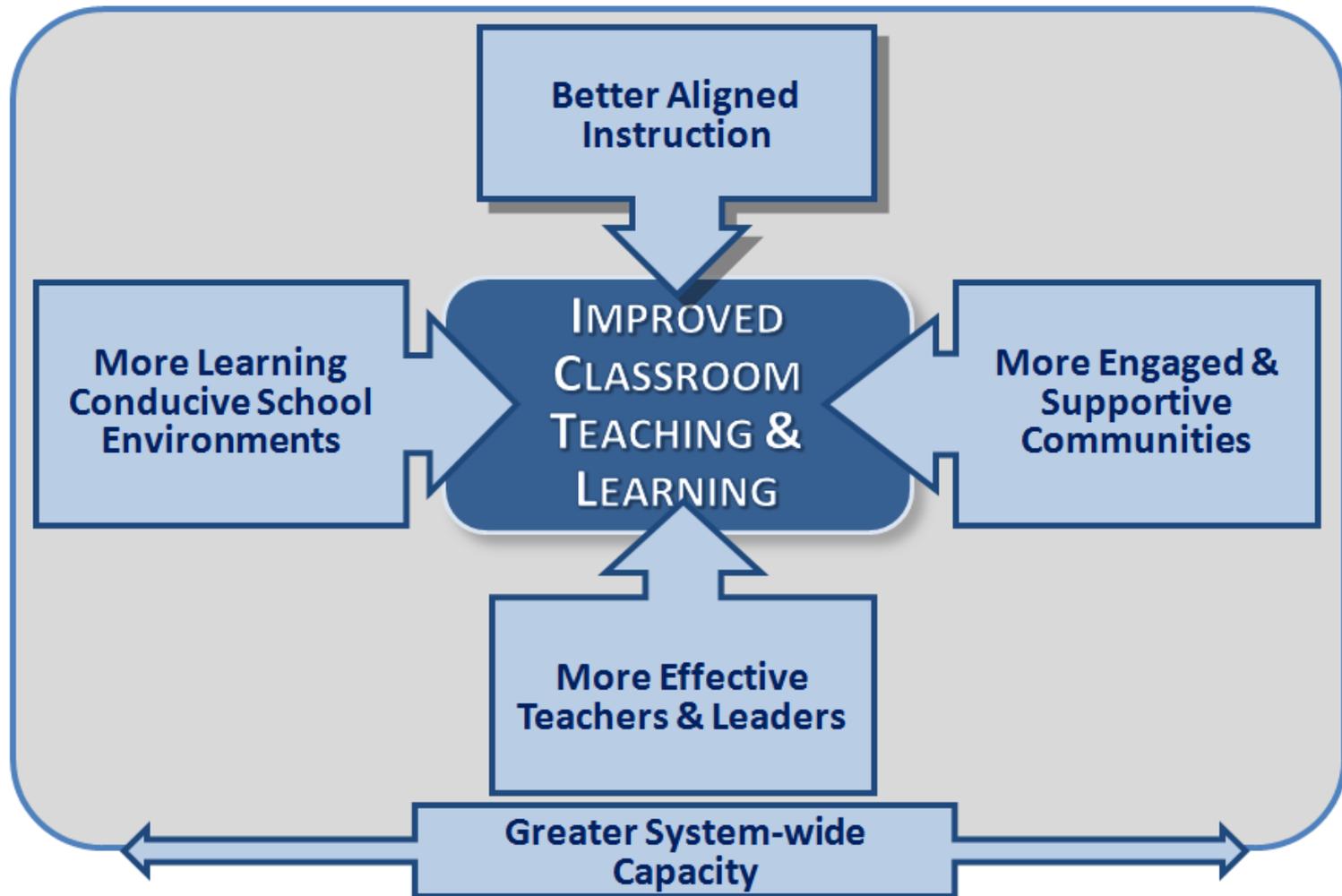
An unprecedented amount of funds have been committed to SIG – over \$4.5 billion since 2009.



The redesigned SIG program requires rigorous interventions and dramatically increases resources for the lowest-performing schools.

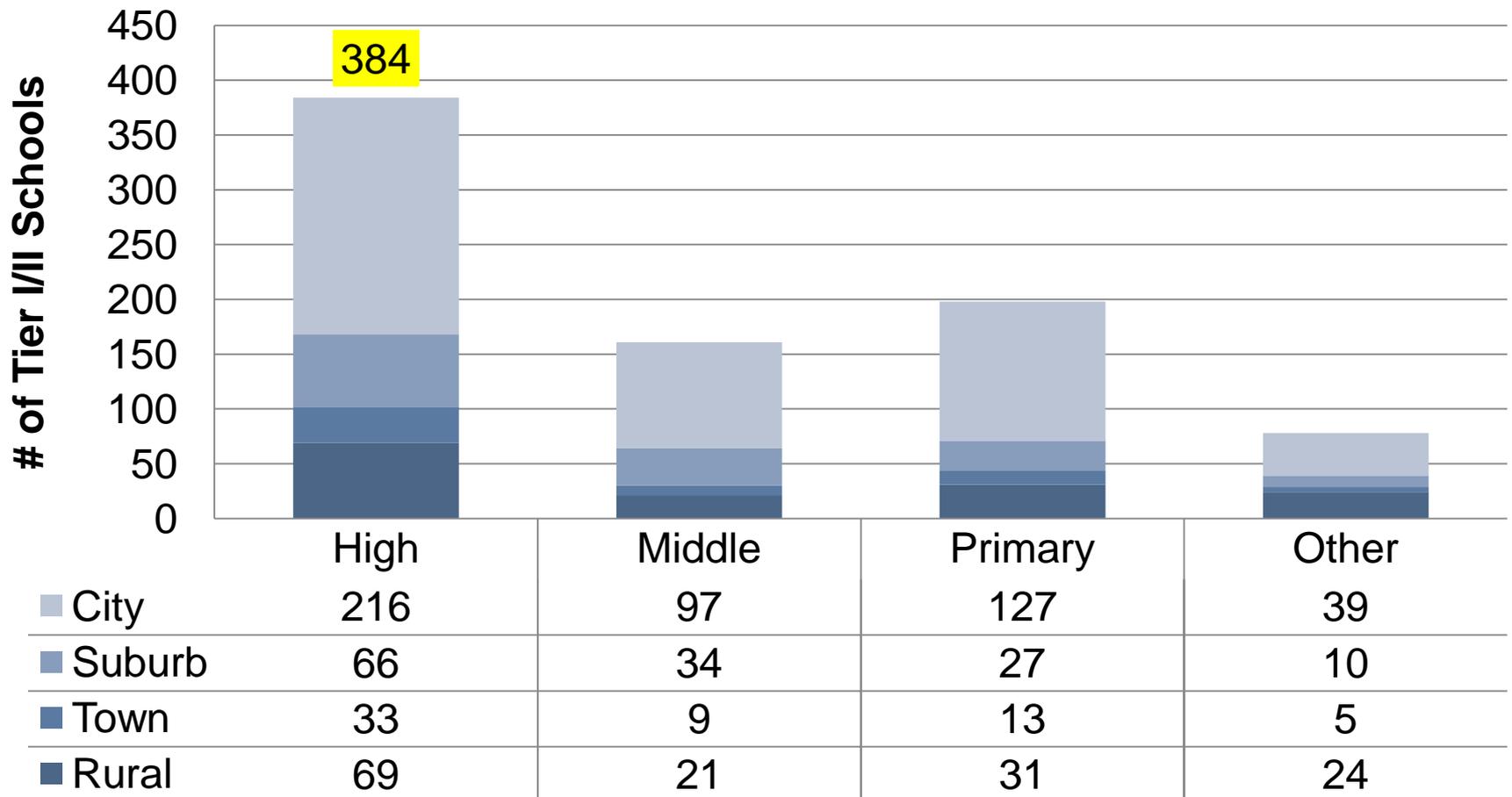


Improving classroom teaching and learning is at the center of ED's K-12 and turnaround strategy.



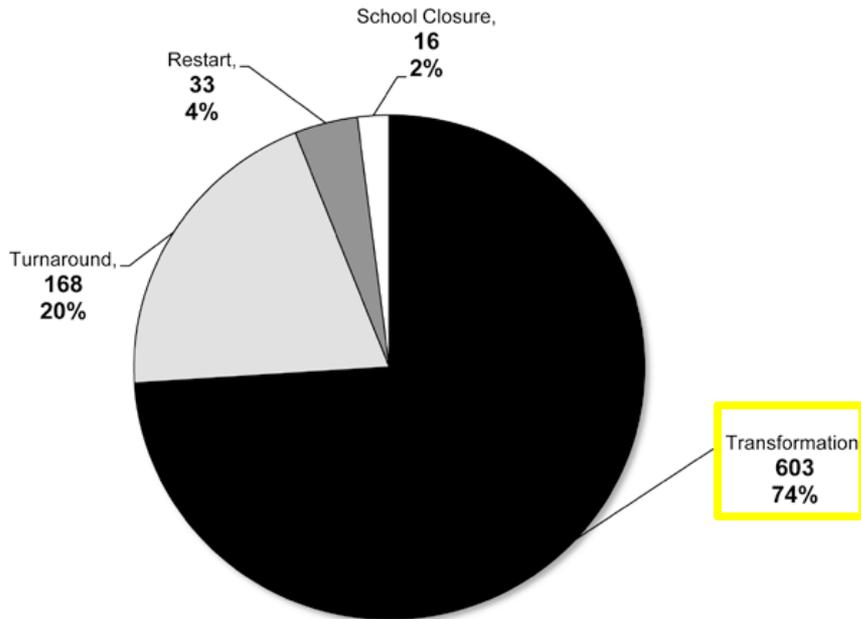
Of the 826 SIG Tier I/Tier II schools in Cohort 1, over 45% are high schools.

Number of Tier I/II by Level and Geography



Transformations make up 74% of all Tier I/II schools and 95% of all rural Tier I/II schools in Cohort 1.

Percent and Number of SIG-Awarded Tier I and Tier II Schools Implementing Turnaround, Restart, School Closure, and Transformation Models

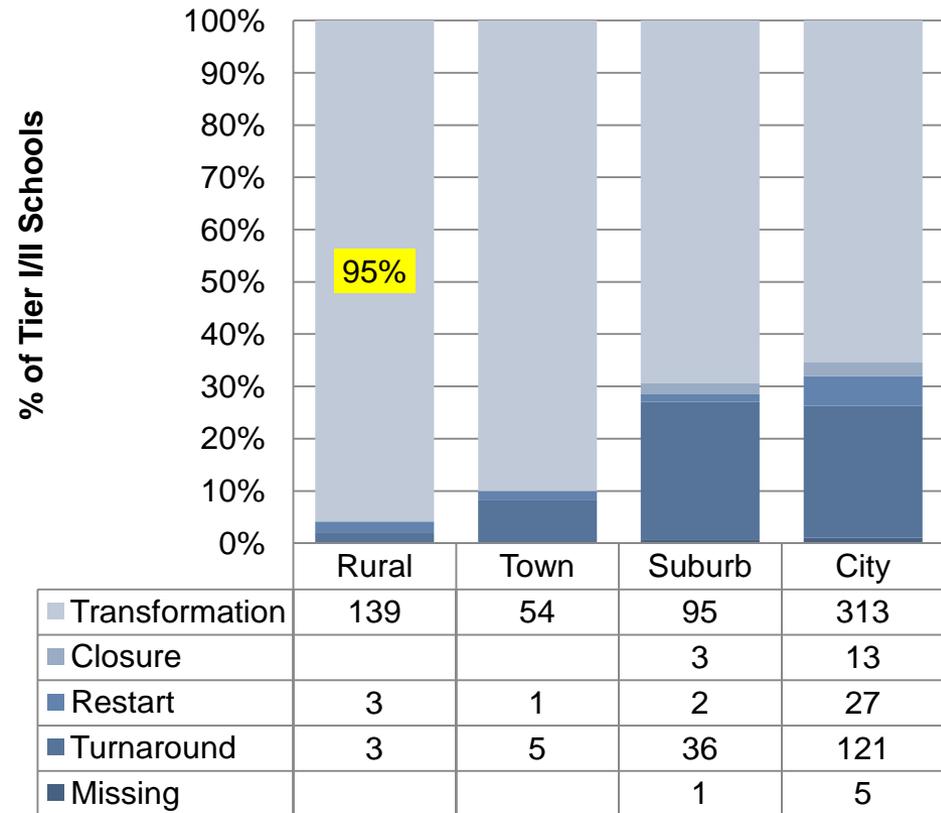


Source: SEA Web sites.

Notes: Analysis was based on 820 SIG-awarded Tier I and Tier II schools in 49 states and D.C. Information on intervention models was not available for all six SIG-awarded schools in RI. As of March 21, 2011, SIG award information was unavailable for HI.

Tier III schools are excluded from the exhibit since federal rules do not require Tier III schools to implement one of the four intervention models.

SIG Awarded Schools by Model Selected (Percent)



SIG-awarded schools in Cohort 1 serve a high proportion of low-income and African-American and Latino students.

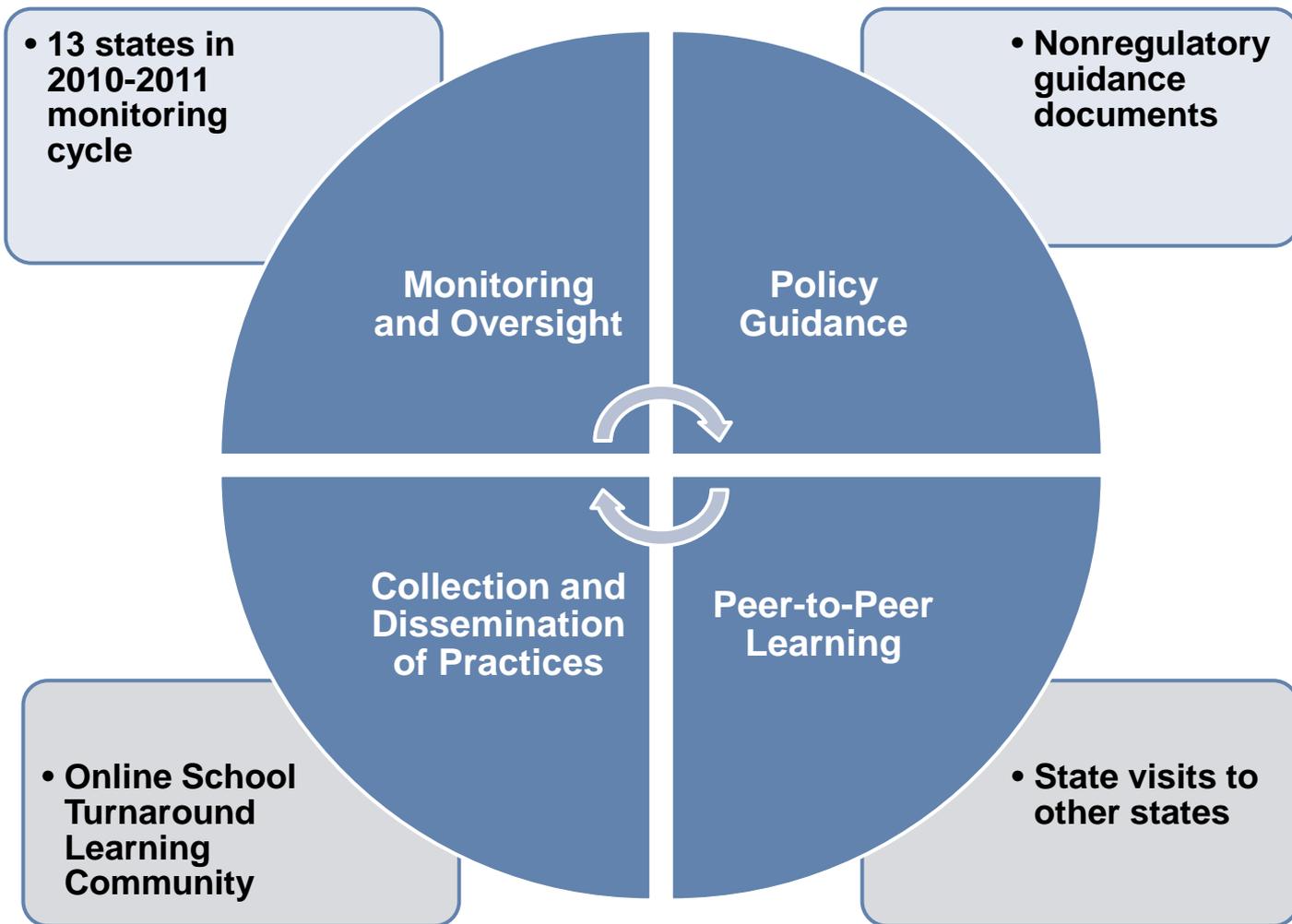
	2008-2009	2009-2010
Characteristics	Universe of Schools	SIG-Awarded Tier I/II Schools
Free and Reduced-Price Lunch (school average percent of students)	44.7%	77.7%
Race/Ethnicity (school average percent of students)		
White	55.0%	17.2%
African American	17.0%	44.3%
Hispanic	21.5%	32.6%
Native American	1.3%	1.8%
Asian (and Hawaiian/Pacific Islander)	4.7%	2.9%
Total School Enrollment (school average)*	516	676.6
Total Number of Schools	98,648	826
Total Number of Students	~50 million	549,414

Note: This includes the 49 states (Hawaii unavailable) + DC. This is adapted from the IES SIG-baseline report (May 9, 2011).

*The school averages are higher than the #students divided by #schools because schools without student counts were removed.



ED is supporting states and districts through monitoring, guidance, and technical assistance.



On September 23, the Administration announced a plan for ESEA flexibility in exchange for reforms that adhere to four critical areas.

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1. **College- and career-ready expectations for all students**
2. **State-developed differentiated recognition, accountability, and support**
3. **Supporting effective instruction and leadership**
4. **Reducing duplication and unnecessary burden**

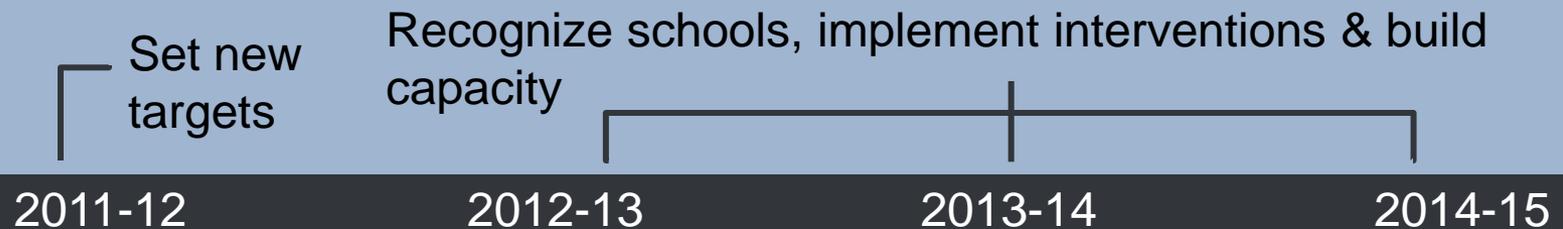
“We’re going to let states, schools and teachers come up with innovative ways to give our children the skills they need to compete for the jobs of the future.”

- President Obama, September 2011

The new differentiated recognition, accountability, and support system includes focus on lowest-performing schools.

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- Develop system to ensure continuous improvement in all Title I schools
- Set ambitious but achievable performance targets
- Provide recognition for high-progress and highest-performing schools
- **Effect dramatic, systemic change in the lowest-performing schools**
- Identify and implement interventions in schools with the greatest achievement gaps and with subgroups that are furthest behind
- Build state, district, and school capacity to improve student learning in all schools



The differentiated accountability system must identify “priority schools” to receive interventions aligned with turnaround principles.

A “priority school” is identified as among the lowest-performing schools in the state, and a state’s total number must account for at least 5% of Title I schools. Priority schools include:

- the lowest 5% of Title I schools based on achievement and progress on statewide assessments;
- a Title I-participating or a Title I-eligible high school with a graduation less than 60%; or
- a Tier I/II SIG-awarded school

Turnaround Principles

Strong leadership

Effective teachers

Redesigned schedules for additional time

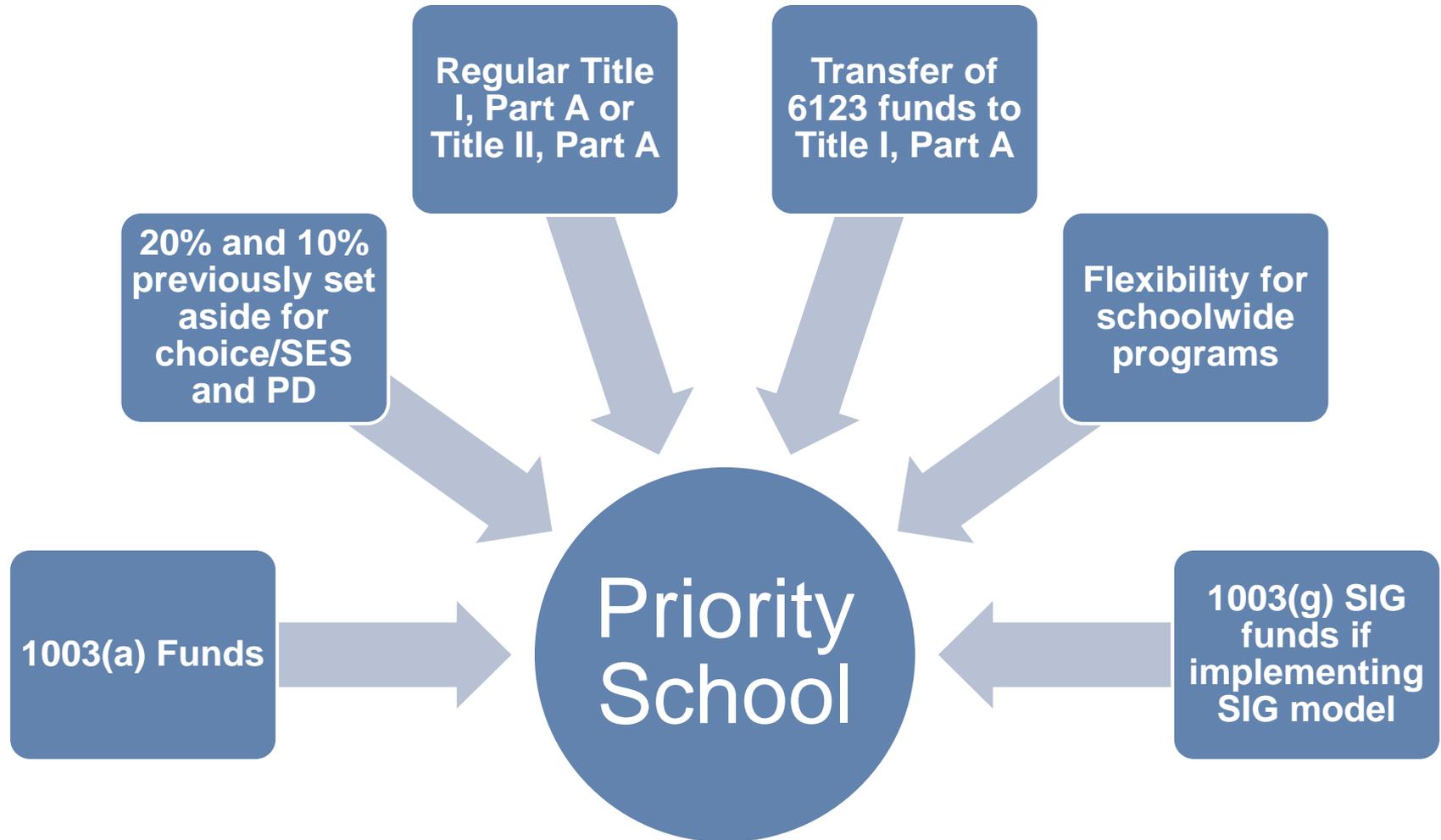
Rigorous and aligned instructional program

Use of data for continuous improvement

Safe and healthy students

Family and community engagement

ESEA flexibility offers states relief from certain NCLB provisions, including provisions relating to use of federal education funds.



“You are proving the naysayers wrong – you are proving that progress is possible.”

- President Obama, March 2011