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ERS BRIEFING

Supporting School Turnaround

*Breaking the vicious cycle of
underperformance*



Education Resource
Strategies



Supporting School Turnaround

Breaking the Vicious Cycle of Underperformance

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With all of the new flexibilities and dollars cascaded down to states by the Every Student Succeeds Act (ESSA) to support improvement in struggling schools, why haven't we seen a widespread transformation of struggling schools into successful schools?

Part of the answer is time. Leading edge states still need time to implement promising turnaround plans. But a deep study of the literature on turnaround schools from experts who have been studying and implementing these strategies for decades, together with our more than 15 years of experience working in close partnership with schools and districts nationwide, suggests there's more to it.

First, schools can't make the transformational change necessary by only using new dollars tagged to turnaround. They must use those new dollars as a chance to fundamentally rethink how they use all their resources – people, time and money – to design schools and student experiences that achieve meaningful improvements. Second, this can't be done by focusing only on "fixing" individual schools. It takes a system-level approach to implement successful school turnarounds and sustain them over time.

In this paper, we explore a new framework detailing how schools and districts can rethink their resource use to drive and sustain turnaround, with stories from four school districts that put these strategies into action with promising results.

Breaking the Cycle of Failure

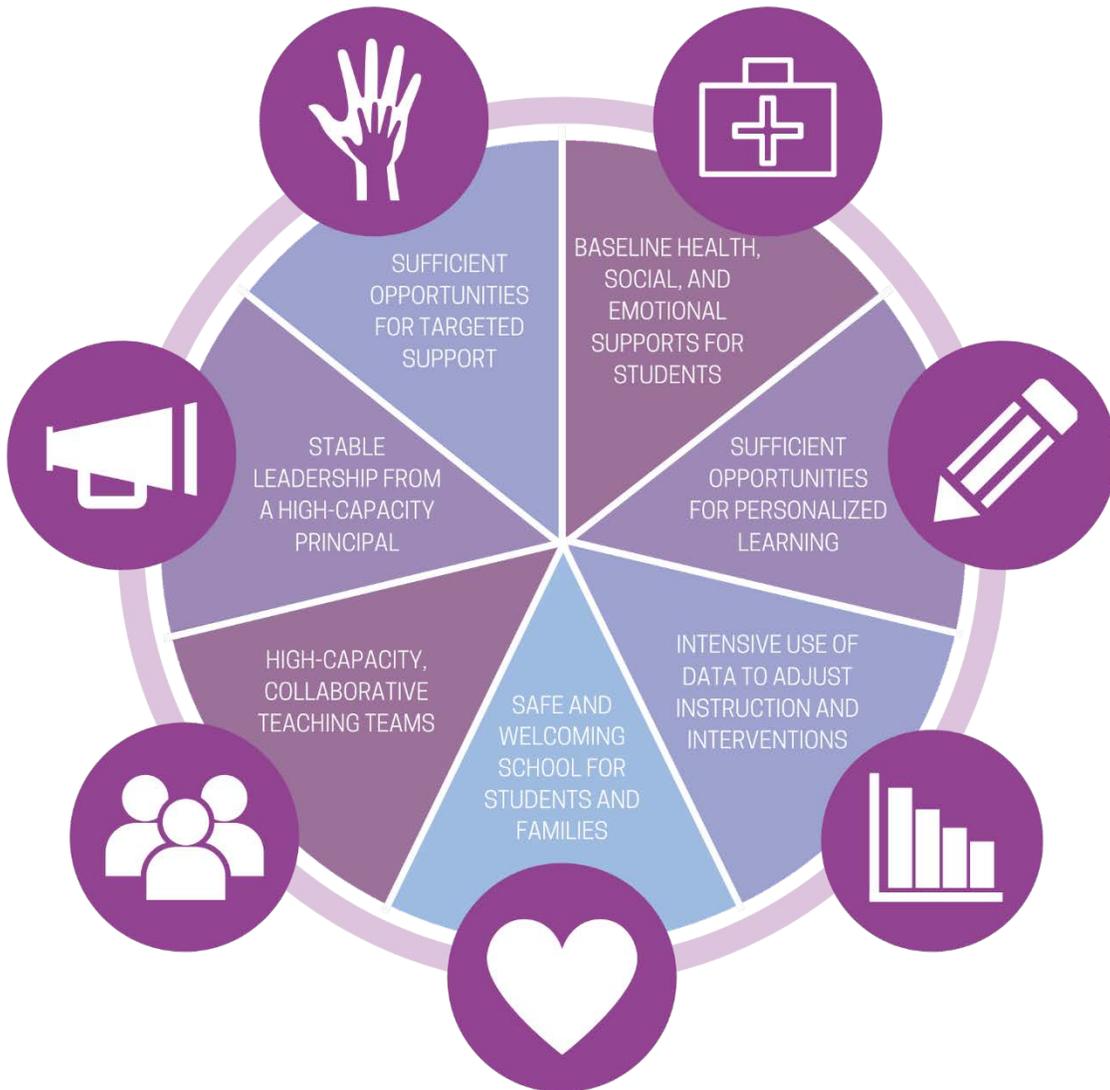
In turnaround schools, traditional approaches to school improvement aren't enough – but why?

Simply put, chronically low-performing schools face a cycle of failure that prevents those approaches from taking root. Persistent poor performance leads to declining expectations among faculty, students, and families. Teachers and families who have options either move to another school in the district or leave the district altogether. As high needs become concentrated, resource levels and expertise no longer match needs, and the remaining students fall even further behind. This cycle further diminishes the capacity of school leaders and teachers to collaborate and adjust instruction to meet students' needs, leading to even lower performance.



How can schools break this vicious cycle? Our research on and experience with turnaround efforts in districts across the U.S.¹ highlight **seven “mission critical” conditions** that state, district and school leaders must create to break the cycle of failure.

Figure 1. Seven Mission Critical Conditions for Turnaround



¹ *Case Studies of Schools Receiving SIG: Findings After the First Year of Implementation, US DOE, 2014; School Receiving School Improvement Grants that Have Percentages of ELL Students, IES, 2014; Four Domains for Rapid School Improvement, WestEd, 2017; How the World's Most Improved School Systems Keep Getting Better, McKinsey, 2010; Schools for Improvement—Lessons from Chicago, UChicago Consortium, 2010; The School Turnaround FIELD GUIDE, FSG Social Impact Advisors, 2010; The Turnaround Challenge, Mass Insight; Strategies to Improve Low-Performing Schools Under the Every Student Succeeds Act, Center for American Progress, 2016*



Doing School Differently

Schools that successfully achieve turnaround “do school” differently to maximize learning for all students. Specifically, they:

Support collaborative, flexible teaching roles

FROM	TO
Teaching as an individual enterprise	Teams of teachers working together to execute a collective vision for excellent instruction and their own professional development
A “one size fits all” teaching job	Roles and assignments that match everyone’s unique skills and expertise to needed roles

Match time & attention to student needs

FROM	TO
Standardized class sizes in one-teacher classrooms	Groups of teachers and students that vary across subjects, student need and activities, and that leverage technology
Rigid time allocations	Flexible schedules that allow varying and expanding time based on student needs and allow time for teacher teaming

Provide whole child and social-emotional supports

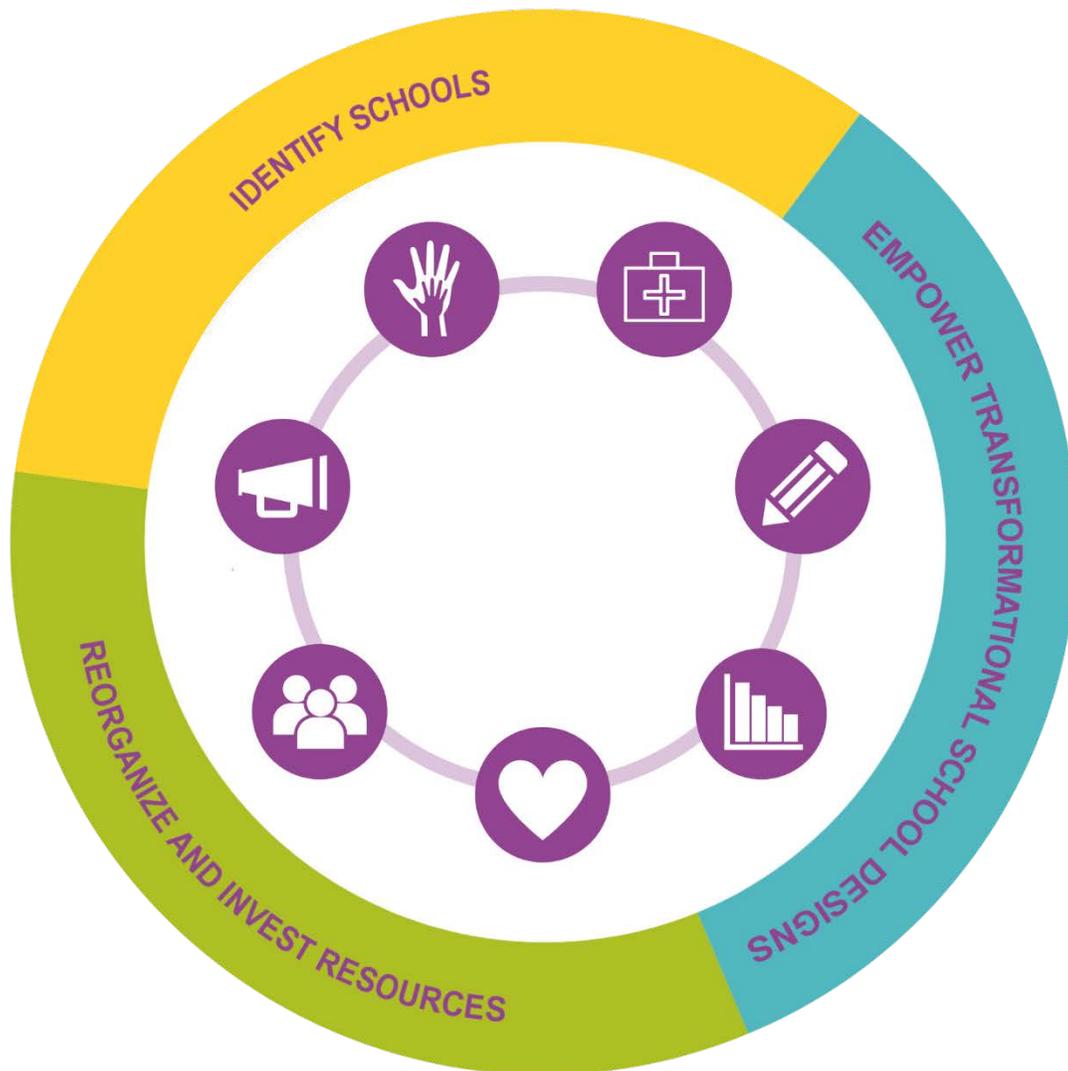
FROM	TO
Investments in culture and social-emotional support that remove resources from core instruction	Investments that are embedded within and reinforce the school’s core instructional work

Creating the Conditions for Turnaround

Creating the conditions for this transformation can’t be done just by individual school leaders. A school leader on their own can’t extend the school day, create new schedules or create new salary structures and career paths for teacher leaders. We need a system-level approach to school turnaround to make it effective and sustainable. To create the necessary conditions for sustainable school improvement, district turnaround strategies must include three core components.



Figure 2. Creating Conditions for Turnaround



#1: Identify schools for deep, sustained support

Often, districts spread limited resources across too many schools. This broad approach means that while the support might make sense, it often isn't enough and isn't customized. Further, with many school leaders taking admirable initiative on their own to create partnerships and garner resources, the level, type, and duration of support provided to each school can seem haphazard. Harnessing limited resources and organizing them strategically requires districts to develop a set of criteria or measures of school performance to identify chronically underperforming schools, as well as those at risk of becoming chronically underperforming. This second point is crucial because once schools are chronically underperforming, they are much more difficult to turn around.

***Key success factors:***

- Include multiple measures of school performance when developing criteria for identifying chronically underperforming schools. In addition to academic performance, these measures could include data on attendance, discipline, and student and teacher perceptions.
- Consider the availability of funding and the district capacity to support schools when determining the number of schools identified for turnaround efforts.
- Ensure that additional supports are available for schools emerging from turnaround or at risk of entering turnaround.

#2: Empower transformational school designs

As we've said, schools that dramatically accelerate learning in conditions of concentrated need and poverty "do school differently." This different approach requires strong school leadership along with new rules and flexibility at the district and school level about how staff can be selected, the roles they can play and how people time and money are organized.

We've learned that there can be a set of non-negotiables around which schools design, and clear models for organization. But even with this guidance, school communities – supported by the district – must develop their own vision and customized plan for sustainable, transformational school design, incorporating parent and teacher perspectives. Creating this common vision and specific implementation can be supported through the sharing of research and tools that help diagnose the challenges and link to common solutions.

Key success factors:

- Districts increase their focus on recruiting and supporting strong school leadership teams.
- Turnaround schools have flexibility to make meaningful decisions around:
 - Student and teacher schedules
 - Designing teacher leadership roles
 - Redefining roles and filling vacancies in line with the school's vision for turnaround
- Decision makers have deep knowledge of individual schools' needs and expertise in school turnaround but may be district- or school-based. The broader school community is actively engaged in setting the vision for each school's future.

#3. Reorganize and invest resources

Earlier we described the shifts that schools need to make in order to implement the seven critical conditions. These shifts in resources and practices don't happen with strong school leadership alone. Districts must provide targeted supports to ensure effective development and implementation of turnaround school designs. These supports may include a dedicated

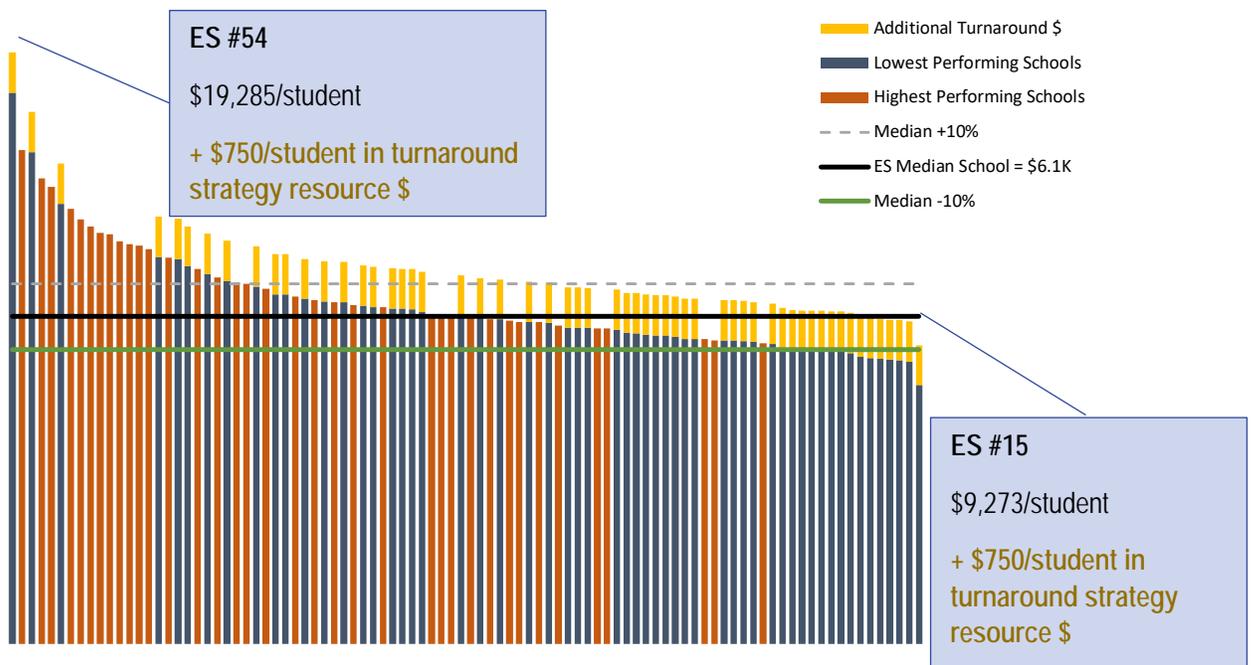


turnaround team, increased coaching for principals, examples of strong turnaround models, and a structured planning process. Underperforming schools receive substantial additional funds that are used together with shifts in existing resources to support turnaround strategy. As school performance improves, these funds are gradually reduced and may be reallocated to other schools in need.

While schools in turnaround need support to build capacity and transition to new structures, they also have concentrated student needs which may require more base funding. Many districts we've worked with don't spend enough additional dollars on schools where student need is highest. As a result, any additional funds go on top of funding levels that are not adequate to start with. Even after turnaround, the schools will need additional resources to sustain practices related to student need.

As the figure below demonstrates, while both Elementary School #54 and Elementary School #15 are among the lowest performing in the district, ES #54 receives far greater "base" funding than ES #15. This situation is typical in districts across the country and highlights the need for districts to ensure that base funding is equitable before accounting for incremental turnaround investments. Ongoing funding to raise the base may be required, especially in schools with highly concentrated academic and non-academic needs.

Figure 3. Base Funding





Key success factors:

- The district ensures that turnaround schools receive base funding that reflects the underlying needs of their students and that funding is equitable with (not merely equal to) other schools across the district.
- The district balances the number of schools with available funding and expertise, with lower-cost models requiring greater restructuring of existing resources.
- Turnaround investments focus on mission-critical conditions and capacity-building; initiatives that meet ongoing student needs are funded from the school's general allocation.
- District supports focus on:
 - Developing and implementing turnaround strategies
 - Navigating district policy to ensure schools have flexibility and can focus on instruction
 - Ongoing progress monitoring
- Turnaround investments combine ongoing support to meet student needs and success-based scale-back plans.

Shifting Resources Strategically

To promote school turnaround, districts must make the resource shifts needed to accelerate and sustain learning. These shifts enable new ways of working and include the following:

- Creating distributed **leadership** models
- Shifting teachers to **core subjects** and **priority grade levels (e.g., in high school, 9th grade ELA and Math)**
- Reassigning teachers to **leverage expertise** and enable deliberate **teaming**
- Leveraging **technology** and **community partnerships** to expand program offerings and after-school opportunities
- Exploring **part-time or contracted** roles for non-instructional and non-core offerings

To break the cycle of failure and support sustainable improvement, early investments must address *teacher and leader capacity*, and *school practices*.

Investments in the capacity of teachers and leaders involve training staff to meet high levels of student need. School practice investments are focused on building strong routines and a culture of performance. These investments should be “front-end loaded,” scaling back as a school improves. By contrast, investments in student need should be ongoing to support sustainable performance.



The Importance of Collaboration

Creating flexibility for turnaround schools requires a high level of cooperation and collaboration with district departments and often the local bargaining unit, including modified contracts. These flexibilities often encompass the following:

Staffing and assignment flexibilities include hiring the right people into open instructional positions, adjusting the staffing mix, assigning teachers to different positions, paying stipends, organizing class size configurations, and terminating staff based on performance. This requires collaborating with human resources and finance teams to provide greater flexibility and negotiating a modified contract with unions.

Schedule and calendar flexibilities include determining the length of school days, terms and years for students and teachers, determining the number and length of student instructional and non-instructional periods, and determining teacher planning and professional development time. This requires collaborating with the operations team to develop a process for adjusted schedules (including transportation schedule adjustments) and negotiating a modified contract with unions.

Curriculum, instruction and programming flexibilities include organizing school-based professional development content and organizing structures and programming for student interventions and social-emotional academic learning. This requires collaborating with Academics/Teaching and Learning teams to develop support and approval processes.

In short, changing the trajectory of school performance involves all stakeholders — teachers, school leaders and community members — and requires fundamentally rethinking how people, time and money are deployed to meet the needs of individual schools.

Turnaround in Action

The principles and strategies described in this paper are not merely theoretical; we have seen them work in school districts across the U.S. Let's look at four districts that took new approaches to allocating and organizing their resources and realized significant improvements in student learning and staff effectiveness. Their actions align with the framework described in this paper—*identify schools, empower transformational school designs, and reorganize and reinvest resources*—and demonstrate its turnaround impact.



Case Study 1: San Francisco Unified School District

In 2010, the state of California identified 10 schools in the San Francisco Unified School District (SFUSD) as persistently low achieving. These were among the 5% of schools in the state with the lowest academic performance over a three-year period. The district was awarded a three-year, \$45 million dollar School Improvement Grant (SIG) to substantially raise the student academic achievement in each of the identified low-achieving schools.



Identify Schools

An inter-departmental team consisting of the district Superintendent, Chief Academic Officer, Assistant Superintendent, and representatives from the Research, Planning, and Assessment Departments conducted a district-wide assessment to identify schools in need of support and specific areas of opportunity in each school. The team analyzed data, including indicators of racial isolation, human capital, and academic and behavioral performance and trends (by race and program). Input variables focused on student demographics and teacher stability; output variables focused on student achievement, growth, and social-emotional climate.

Based on this analysis, the SFUSD then created a “Superintendent’s Zone,” an administrative structure aimed at providing the needed support to SIG and 6 other low-performing schools located in the Bayview and Mission neighborhoods with high concentrations of Latino English language learners and African-American students. The Superintendent’s Zone was grounded in five essential supports that mirror the mission critical conditions described above:

- Building leadership capacity
- Providing instructional guidance
- Building professional capacity
- Creating a student-centered learning climate
- Strengthening parent-community ties

Empower transformational school designs

Underlying all SFUSD Superintendent’s Zone school improvement strategies was a focus on staffing and development at all levels:

Principals—SFUSD recruited experienced principals from within and outside the district, including some with turnaround experience, and removed those who had been in a Zone school for more than 2 years without meaningful school improvement. The district rewrote job descriptions for principals and for principal supervisors instituted a reduced support ratio of 1 supervisor for 10 principals to enable supervisors to provide more intense and consistent support to turnaround principals.



Teachers—As a required condition for the SIG model, some schools replaced half of their staffs. Teacher job descriptions were revised, and schools adapted their own unique, multi-step processes for hiring, vetting candidates for certain skills and mindsets. High-performing teachers were given additional leadership roles, enabling them to support instructional improvement and increasing retention of talented teachers.

Distributed leadership—The district developed roles that distributed leadership across all levels – from the classroom to the school to the central office – focused on instructional improvement. Roles included peer coaching, participation in Instructional Rounds, and Instructional Learning Team membership.

Reorganize and invest resources

All Superintendent’s Zone schools received centrally funded supports and resources, totaling approximately \$940,000 per school per year, or approximately \$2,500 per student. SIG schools extended learning time for students and were given the opportunity to secure additional funding for specific improvement plan components.

The district also created a cohesive set of structures and supports to help address the needs identified in each school. These included:

- Employed instructional coaches (content specialists)
- Implemented a balanced literacy framework
- Provided additional coaching and PD focused on using data to inform instruction (through the role of an instructional reform facilitator)
- Provided each school with an additional Assistant Principal
- Assigned nurses and attendance liaisons
- Used community-based partnerships to provide academic, health, and social services to students and family members

District and Zone leaders also emphasized the use of data as a tool for continuous improvement and decision-making. This included formative assessment data to measure the effectiveness of interventions, twice annual retreats to review data, a school capacity rubric to rate schools on the five essential supports, and a performance management system to inform teacher evaluation through the use of assessments and other evidence of student learning.

Impact

Over the three years of SIG funding, the 16 Superintendent’s Zone schools achieved significant improvements in several key areas:

Performance—Zone schools posted nearly **double the gains in ELA** and **triple the gains in math** compared to other district schools.



Behavior—Suspension rates decreased by 7% and 10% respectively in the Bayview and Mission neighborhoods.

Enrollment—SIG schools saw a 159% increase in the odds of being families’ first choice.

Case Study 2: Denver Public School District

With its strategic plan – *Denver 2020* – Denver Public Schools (DPS) launched an ambitious effort focused on closing academic achievement gaps and preparing all students for success. The overarching goal of the plan was to ensure “great schools in every neighborhood.”



Identify schools

DPS created a **Tiered Support Framework** in the 2012-13 school year to support the highest-need schools (Intensive Tier), those in need of preventative support (Strategic Tier), and schools already on track for success (Universal Tier). Schools were identified for tiered supports based on measures of academic and non-academic performance, with greater support focused on higher-need schools. DPS highlighted the role of the central office in lifting the trajectory of the lowest-performing schools, emphasizing that “all members of Team DPS must be deeply responsive to the needs of Intensive Tier schools.”

In 2015, the district created the **School Performance Compact**. This was a critical step in Denver’s school improvement effort; through it, the district established a transparent and consistent policy to identify and designate the most persistently low-performing schools. It also defined the requirements for school improvement and established the business rules and processes to restart or close those schools that continued to persistently underperform, despite turnaround efforts.²

Empower transformational school designs

Consistent with Denver’s philosophy of school empowerment, all schools, including intensive tier schools, have significant flexibility to organize resources around a clear strategy that addresses school needs. Instructional superintendents provide significant support to schools throughout the planning and implementation process to ensure high-quality plans. Persistently low-performing schools are required to present their improvement plans annually to the school board.

For schools designated for redesign and restart, DPS empowers school leaders and communities to build a transformation plan customized to their school. The community is engaged to develop priorities and recommend the final plan to the superintendent. Throughout the planning process, DPS works with schools to determine what flexibilities are needed to enable their vision and

² School restarts require a new leader and new teachers.



improvement strategy. Schools can apply for “Innovation Status,” allowing them to apply for waivers to specific parts of the collective bargaining agreement—including customized job descriptions, teacher stipends, and the ability to change the length of the school day—with approval of at least 60% of the school’s teaching staff.

Denver’s strategy also included adjustments to the standard hiring process to give Intensive Tier schools more flexibility in hiring and retaining strong teaching teams, including:

- Removing barriers to early hiring, including providing early access to the pool of top teachers
- Providing financial incentives for new hires
- Replacing forced teacher placement with mutual consent
- Expanding the teacher leader training program

Mass staff changes are optional for an Intensive Tier school restart but require a school board vote.

Reorganize and invest resources

In 2017-18, DPS provided additional funding to Intensive Tier schools, which received on average an additional ~\$270K per school (approximately \$850 per student). These additional funds supported school-specific improvement strategies, including school redesign and leadership coaching. This was in addition to the supports provided to other tiers, which included:

- Coaching on data-driven instruction
- Professional development
- Community engagement programs
- School leadership development and support
- Increased teacher planning time
- Wraparound services from external experts

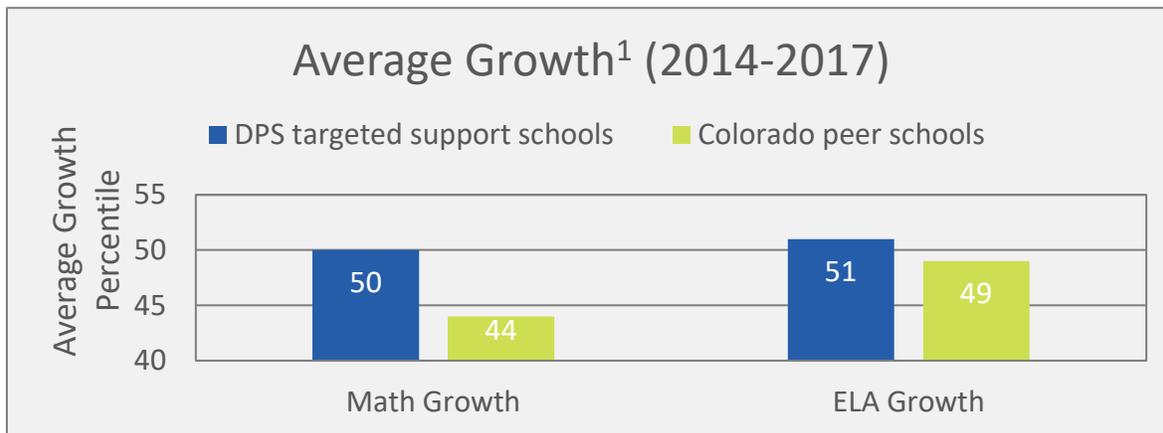
In order to maintain gains, DPS commits to a three- to five-year investment for Intensive Tier schools. After this period, progress is assessed to determine the extent to which both ongoing and additional support and intervention is needed. As possible without undermining gains achieved, the district ramps some funding down, permitting it to reallocate dollars to other high-need schools.

Impact

Denver’s Tiered Support Framework achieved measurable gains in key academic measures. From 2014, before the program was implemented, to 2017, the district saw significant growth in student performance for both math and ELA (see below).



Figure 4. Core Subject Growth in DPS



In addition, the initiative put in place a framework that ensures prompt, transparent, and consistent responses to persistently low-performing schools. The district now maintains appropriate attention to all schools while simultaneously addressing low-performing schools.

Case Study 3: Shelby County Schools

Shelby County Schools (SCS), which includes Memphis, represents the largest public school district by enrollment in Tennessee. To turn around persistently low performance in many of its schools, the district created the Innovation Zone, dubbed the iZone, with the mission of moving district schools from the bottom 5% of schools in the state to the top 25%.



Identify schools

SCS selected its first 7 iZone schools from a list of state identified “priority schools” in 2012, initially focusing on elementary and middle schools. Over time, the scale has expanded to include 16 additional schools, including high schools.

SCS created an iZone office, separate from the district main office, to oversee school improvement efforts in iZone schools.

Empower transformational school designs

While San Francisco and Denver permitted significant site-specific strategic planning, SCS required that four core strategic elements exist across all iZone schools. Upon entry into the iZone, schools must:

- Bring in a new principal with a track record of success.
- Recruit a school team of highly effective teachers.
- Extend the length of the school day.
- Adopt a standardized high-quality curriculum used across all iZone schools.



In order to implement the elements above, iZone schools were given additional resources and staffing flexibility and requirements that other SCS schools did not have, including:

Staffing—In addition to new principals, all staff must re-apply for their positions, and no more than 50% of the teaching staff can be re-hired. Applicants are required to demonstrate effectiveness as measured by the district’s evaluation system. Each year, teachers who are not re-hired at iZone schools are offered positions elsewhere in the district.

Scheduling—The school day is extended, giving students an additional hour of instruction each day and creating additional time for teachers to collaborate with peers. Teachers in the same grade and subject plan together with a coach at least once a week. Teachers in leadership roles have flexible schedules that allow release time to coach peers.

Compensation—Teachers receive stipends to compensate for the longer day, with an additional bonus for meeting performance benchmarks and taking on leadership roles.

Reorganize and invest resources

SCS makes a substantial investment in each iZone school to support key elements of their turnaround model. The total investment of \$17 million from 2012 to 2018 (\$830,00 per school, \$1,650 per student) funded the extended school day, additional staffing levels to reduce class sizes, coaching and professional development, and talent stipends, including signing and retention bonuses for teachers and administrators.

In addition, the district ensures that all teachers have the support needed to provide rigorous, high-quality instruction and foster continuous improvement leading to elevated student performance. Supports include:

- **iZone coaches**—~20 iZone coaches with deep knowledge of the curriculum provide implementation support.
- **Teacher leaders**—Each school identifies teacher leaders who provide additional mentorship and coaching to help their colleagues adjust and improve their daily practice.

Principals also receive targeted turnaround leadership supports from Instructional Leadership Directors with experience as turnaround leaders. These ILDs, who each support no more than 8 schools, coach the principals in five areas, including:

1. Culture and climate
2. Teaching and learning
3. Staff alignment
4. Systems and operations
5. Personal leadership



Impact

The strategies above have contributed to meaningful improvement across iZone schools in the first years after its inception in SY2011-12.³:

- From 2011 to 2016, students in iZone schools demonstrated **growth of at least 6% per year—nearly three times the rate of other Shelby County schools.**
- iZone elementary schools performed especially well, achieving nearly **8% annual growth in aggregate proficiency rates** from 2012 to 2015.

Case Study 4: Miami-Dade County Public Schools



One of the largest school districts in the nation, Miami-Dade County Public Schools (MDCPS) launched its turnaround initiative in 2010, focusing on 19 schools designated by the Florida and U.S. Departments of Education as persistently lowest-achieving. A separate entity, the Education Transformation Office (ETO), was formed to lead and oversee the turnaround effort.

Unlike the other examples cited, MDCPS focuses less on empowering transformational school designs in favor of investing in capacity building to support school transformation. For example, the district does not grant additional flexibilities in curriculum or staffing to ETO principals.

Identify schools

MDCPS decided to support both currently low-performing schools and schools at risk of entering that status by using a tiered approach. To identify schools for tier 2 and 3 supports, the district created a weighted index of performance factors, including reading, math, social studies, and science proficiency rates. Because they were viewed as primary indicators of school performance, reading was weighted 3x and math 2x over other content areas. The criteria for schools in need of tiered support are below:

Tier	Criteria	ETO Support
Tier 3	Bottom 15% of each school level	✓
Tier 2	Next 5% of each school level	✓
Tier 1 Watch	Schools released from Tier 2/3, no longer in bottom 20% when re-ranked	No additional support, but additional monitoring
Tier 1	All other schools	

³ It is important to note that, notwithstanding the early gains across iZone schools, recent studies have revealed that since then performance across zone schools has plateaued, illustrating the challenge of scaling and sustaining school turnaround.



Identified schools were expected to spend at least 3 years in the ETO and were subject to monitoring after exiting the ETO.

Reorganize and invest resources

MDCPS uses approximately \$25 million annually to fund the ETO, using the funds primarily for resources in schools supporting both principals and teachers, amounting to approximately \$280K per school. Investments include extended time, increased teacher pay, additional teachers and support staff, curriculum and professional development, and additional central office support.

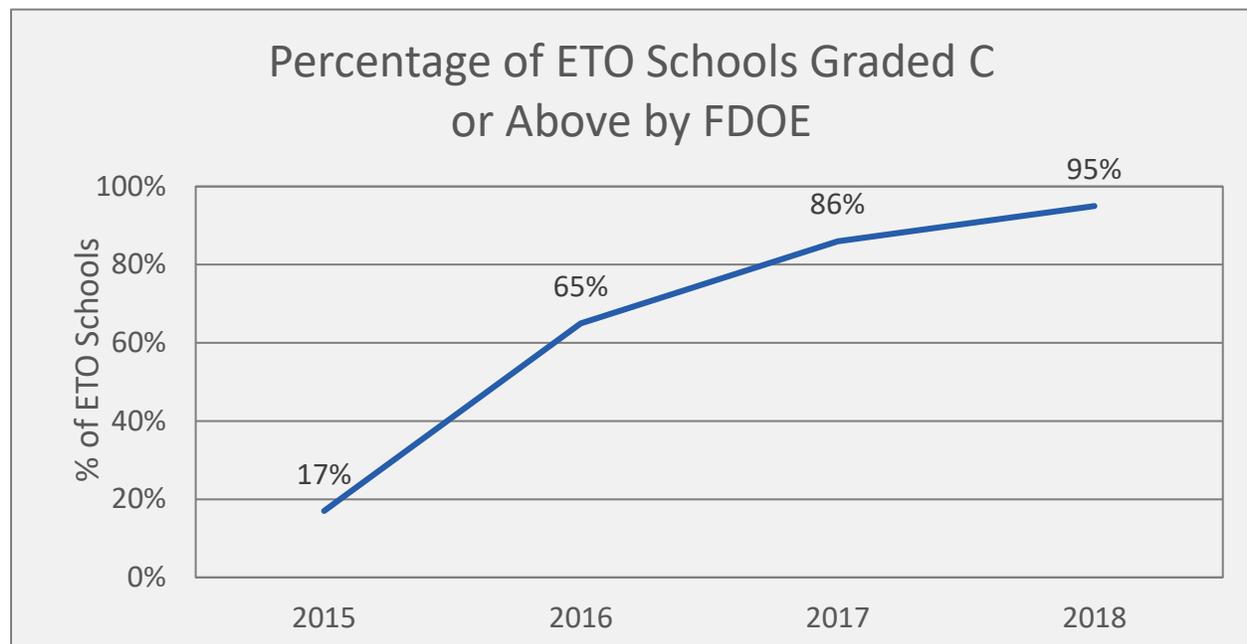
Supports for schools focused on capacity building, including:

- **Instructional supervisors** provide content-specific support for principals to foster principal development and to help build capacity for all content areas – weekly support for Tier 3, biweekly for Tier 2. These 14 positions enable a ratio of approximately 1:6 ETO schools.
- **Transformation coaches**, who are at ETO schools full-time, provide content-specific support for teachers. For Tier 3 schools, elementary schools have 1 coach each for reading and math, and all other schools have 2 reading and 1 math. Tier 3 HS additionally have a science coach. Tier 2 school support is differentiated in K-8 and middle schools, with one less reading coach.
- **Curriculum support specialists** are centrally trained resources who support transformation coaches and teachers in planning and facilitation. With a ~1 to 2 ratio of specialists to ETO schools, weekly support is provided for Tier 3 schools and bi-weekly support for Tier 2 schools.

Impact

Between 2015 and 2018, schools in the ETO experienced dramatic improvements:

Figure 5. Percentage of C or Above ETO Schools in MDCPS





Note: School grades are based on ELA, Math, Science, and Social Studies performance, as well as Math and ELA growth and Graduation Rate.

- Between 2016 and 2018, the ETO saw a 7-percentage point **decrease in the number of students performing at the lowest level** in ELA and 6-percentage point decrease in the number of students performing at the lowest level in math – this compared to 4-percentage point and 3-percentage point decreases, respectively, across the district.

A key lesson learned from the ETO's history is the challenge of sustaining results after a period of turnaround support. The district saw low-performing schools improve with support but lose ground when support was pulled back. This illustrates that schools need time to build their capacity and that the district must create a fluid system that allows schools to enter and exit turnaround designation with minimal disruption.

Eventually, the ETO was transitioned from a separate, autonomous district to a separate support department within the MDCPS district and currently supports 86 schools at different tiers.

Conclusion

For chronically underperforming schools, turnaround is possible. But using turnaround resources, such as ESSA funds, to layer programs onto a dysfunctional structure will not achieve sustainable improvement. Instead, it requires a fundamental rethinking of *people, time* and *money* to address student needs in ways that break the vicious cycle of under-performance. The designers of the new ESSA regulations to require district resource allocation reviews seemed to have understood this. If done right, these resource allocation reviews offer districts a chance to jumpstart effective school turnarounds.

By identifying schools in need of support, empowering transformational school designs by creating performance-oriented cultures, reorganizing resources and investments to focus on the levers for change, and creating the school level flexibilities needed to make the changes needed, school districts and communities can *and do* realize measurable, sustainable improvements in student growth.



Additional Resources

DENVER PUBLIC SCHOOLS

For more information on Denver Public Schools' approach to School Turnaround please refer to the following sources:

- **Tiered Support Framework**
 - [Recent analysis of Denver Public Schools' Tiered Support Framework](#)
 - [School Performance Framework \(SPF\) Measures](#)
- **School Performance Compact**
 - [Guidelines and policy for school closure/restart decisions](#)
 - [Example school-developed improvement plans and data dashboards for schools eligible for closure](#)
- **Call for Quality Schools**
 - [Call for New Quality Schools Process Overview 2018](#)
 - [Fall 2018 Process Timeline](#)
 - [Applicant Documents](#), including applications and budget templates

SHELBY COUNTY SCHOOLS

For more information on Shelby County's iZone, please refer to their [website](#).

MIAMI-DADE COUNTY PUBLIC SCHOOLS

For more information on Miami-Dade's Education Transformation Office, please refer to their [website](#).

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

For more information on San Francisco Unified School Districts' Superintendent's Zone, please refer to the following sources:

- [Evidence-Based Practices in School Improvement: Five Profiles of Promising Practices](#)
- [Resource- and Approach-Driven Multidimensional Change: Three-Year Effects of School Improvement Grants](#)