Colorado's Unified Improvement Plan for Schools

SABIN MIDDLE SCHOOL UIP 2017-18 | **School:** SABIN MIDDLE SCHOOL | **District:** COLORADO SPRINGS 11 | **Org ID:** 1010 | **School ID:** 7556 |
Framework: Turnaround Plan: Meets 95% Participation |

Table of Contents

Executive Summary

If We...

LITERACY FOCUS, TEACHING ALIGNED TO STANDARDS AND FOCUS ON ENGLISH LANGUAGE ARTS

Description:

Literacy: Reading across the content area-Students are reading, writing and speaking about grade level complex text. The questions and tasks students ask, require students to do the "heavy lifting"- the bulk of the thinking, talking and learning. All teachers foster a culture of academic discourse in their classrooms where students regularly evaluate, justify and elaborate on their thinking using evidence.

STUDENT CULTURE 1.6 CONTINUOUS IMPROVEMENT MONITOR AND REACT TO STUDENT CULTURE

Description:

Students will respond positively on student culture survey. 100% of teachers will score 3s or better on the student culture rubric using schoolwide routines and systems The number of level 1 referrals will decrease by 20% from school year 2016

INCREASED PERFORMANCE IN MATH WITH A FOCUS ON MATH INSTRUCTION ALIGNED STANDARDS

Description:

Math-Lessons and instruction intentionally target major grade level content, skills and aspect of rigor. Plans and instruction align tasks/problems with the standard.

Then we will address...

INSTRUCTION ALIGNED TO STANDARDS

Description:

Teacher planning aligned to the rigor and grade level expectations of standards. Challenging content for students.

TIER II AND III INSTRUCTION

Description:

Consistent, effective interventions monitored and assessed every 4 to 6 weeks are needed by all students at Tier II and III, so that they are able to demonstrate appropriate and expected growth.

Then we will change current trends for students

MATH GROWTH

Description:

Math, the median growth percentile ranks "Does not Meet" scoring in the 33 median growth percentile well below the 50 that would rank Math as meets.

ELA ACHIEVEMENT

Description:

ELA, the percentile ranks "Approaching" scoring in the 20 percentile well below the 50 that would rank ELA as meets.

MATH ACHIEVEMENT

Description:

Math, the percentile ranks "Approaching" scoring in the 20 percentile well below the 39 that would rank Math as "Approaching".

ELA GROWTH

Description:

ELA, the median growth percentile ranks "Does not Meet" scoring in the 33 median growth percentile well below the 39 that would rank ELA as "Approaching".

Access the School Performance Framework here:http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school

Sabin Middle School students scored 9 percentage points below the Improvement status. Last year, data indicated a need for increasing the growth of our inclusion-special education students in all content areas. Growth was shown for this group of students in ELA and Math, however we are still rated as does not meet. The plan for Sabin to achieve the improvement status or better is to focus on the major improvement strategies. Instruction needs to be aligned to state standards. Student work needs to be at grade level and focused on major work of the grade. The focus on instruction will give students the required skills and knowledge to achieve and demonstrate growth.

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

✔ State Accreditation

✔ Tiered Intervention Grant (TIG)

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Sabin is a 6th-8th grade middle school, built in 1975, located in suburban Colorado Springs. We currently enroll about 795 students.   64% of Sabin students are free or reduced lunch (FRL). Our current ethnicity breakdown is as follows, American Indian-0.5%, Asian-2%, Black-9.6%, Hispanic-32.3%, White-47.1%, and two or more ethnicities-8.4%. Attendance rate is 97%. The male to female student ratio is 50.6%: 49.3%. Six percent of our student population qualifies for (English as a Second Language) ESL services. 7.4% of our students have learning disabilities and qualify for an (Individual Educational Plans) IEPs, and 16% of our students qualify for gifted and talented services. We have 55 certified staff, and 14 classroom aides (special education support). Participants in the (Unified Improvement Plan) UIP process include our UIP writing team of teachers and administrators and the School Accountability Committee) SAC parent committee. Some of those listed above also participated in a root cause analysis in May 2016 and again in May 2017 to determine progress of prior year goals. The parents/guardians of all students who enroll in District 11 fill out enrollment paperwork that includes questions about the family's living situation. If parents/guardians indicate that they are living in a potential McKinney-Vento eligible situation, an enrollment follow-up letter is given to the family to gather further information. Both the enrollment form and the follow-up letter are faxed to the Title I office for a determination of McKinney-Vento status. Schools are notified either way (eligible or not eligible). In the event that a family becomes eligible for McKinney-Vento during the school year, school secretaries/data processors/registrars/liaisons are trained to inform parents/guardians of their right to remain at that school, regardless of where the family is currently living, with district-provided transportation, if the residence is outside the school of origin's attendance areas or in a transported zone

School Vision and Goals	We have a clear vision of where we are headed to educate our students for the 21st Century and the workforce. Everything we do is aligned to this vision of creating powerful opportunities to learn, grow, and connect with others.
Description of School	Sabin is a 6th-8th grade middle school, built in 1975, located in suburban Colorado Springs. We currently enroll about 795 students. 64% of Sabin students are free or reduced lunch (FRL). Our current ethnicity breakdown is as follows, American Indian-0.5%, Asian-2%, Black-9.6%, Hispanic-32.3%, White-47.1%, and two or more ethnicities-8.4%. Attendance rate is 97%. The male to female student ratio is 50.6%: 49.3%. Six percent of our student population qualifies for (English as a Second Language) ESL services. 7.4% of our students have learning disabilities and qualify for an (Individual

Context	Educational Plans) IEPs, and 16% of our students qualify for gifted and talented services. We have 55 certified staff, and 14 classroom aides (special education support)
Description of Planning Process	School staff identifies effective strategies and reviews success of the year regarding instruction and school culture each year in May. Participants in the (Unified Improvement Plan) UIP process include our UIP writing team of teachers and administrators and the School Accountability Committee) SAC parent committee. Some of those listed above also participated in a root cause analysis in May 2016 and again in May 2017, and to determine progress of prior year goals.

Secondary students are scheduled with an intentional graduation pathway that is balanced between meeting graduation credit (and competencies beginning with the class of 2021) achievement requirements and self- identified career interest through Individual and Career Academic Planning (ICAP). Students who are identified as performing below grade level may receive supplemental small group reading or math instruction in addition to the classroom instruction. Likewise, students who are identified as gifted and talented may receive additional enrichment opportunities within or outside of the homeroom classroom. All students, in cooperation with school counselors, are scheduled with intentionality to expand their participation in a comprehensive schedule that may include postsecondary opportunities, career engagement, leadership, and extended achievement in areas of interest. Students may choose, with the support of parents, to participate in enrichment instruction and extra-curricular activities within the school day, after school or during the summer months.

School administrators annually review available coursework in coordination with numerous data points to include participation and their corresponding course completion rates. These reviews consider data that may not publicly publishable due to student privacy laws. These reviews pinpoint instructional conversations about breadth of coursework available, how to coach staff, and promotion of accessibility to courses for all those who could benefit are planned. Additionally, in any cases that propose students in sub-groups struggle with the rigor of higher level courses, strategies for how to support these students are planned and implemented.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)	
Prior Year Target:	All students scoring at 35 percentile on English PARCC to give a rating of "Meets"
Performance:	Students scored at 20 percentile on English PARCC giving a rating of "Approaching"
Prior Year Target:	All students scoring at 37 percentile on Math PARCC to give a rating of "Meets"

Performance:	Students scored at 20 Percentile on Math PARCC to give a rating of "approaching"
Prior Year Target:	Maintain or increase the school's percentile in reading based upon the 16-17 state assessment data, Galileo K-12, and common assessments given quarterly.
Performance:	Students maintained performance on State assessment, Galileo K-12 and common assessments quarterly.
Prior Year Target:	Maintain or increase the school's percentile in writing based upon the 16-17 state assessment data, Galileo K-12, and common assessments given quarterly.
Performance:	Students maintained performance on State assessment, Galileo K-12 and common assessments quarterly.
Prior Year Target:	Maintain or increase the school's percentile in math based upon the 16-17 state assessment data, Galileo K-12, and common assessments given quarterly.
Performance:	Students maintained performance on State assessment, Galileo K-12 and common assessments quarterly.

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	Students maintained performance on common quarterly assessments and Galileo k-12 test. However, in order for us to see an increase in academic achievement we need to see an increase in student performance. We will focus this year on the instruction of English and Math to see an increase in our performance around academic measures. Sabin will be using ANet to provide quarterly assessments to measure students progress and inform instruction in order to increase academic achievement.

PERFORMANCE INDICATOR: DISAGGREGATED ACHIEVEMENT

Prior Year Target:	All dis-aggregated student groups will achieve 15th percentile to rate "Approaching"
Performance:	Dis-aggregated groups performed below the 15 percentile and were rated as "does not meet".

DISAGGREGATED ACHIEVEMENT REFLECTION:	The target of 15 percentile is reasonable and some of the groups were close to achieving the goal. The focus for 17-18 will be to help those groups to achieve at a minimum of 15 percentile.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	All Students scoring at 50 median growth percentile on English PARCC to give a rating of "Meets".
Performance:	All students scored at the 33 median growth percentile on English PARCC which is a rating of "Does not Meet"

Prior Year Target:	All Students scoring at 50 median growth percentile on Math PARCC to give a rating of "Meets".
Performance:	All students scored at the 33 median growth percentile on Math PARCC which is a rating of "Does not Meet"

ACADEMIC GROWTH REFLECTION:	Sabin will focus on student growth to move rating from "does not meet" to "approaching" in the year 17-18. Sabin will monitor student growth using ANet quarterly assessments. The data will be analyzed to determine our progression to raising our growth percentile.

PERFORMANCE INDICATOR: DISAGGREGATED GROWTH

Prior Year Target:	DIsaggregated groups would perform to "approaching" levels.
Performance:	Disaggregated groups performed well below the "approaching" levels. Groups performed below 33 percentile rank giving them a rating of "does not meet". We did see growth in the the students with disabilities, scoring "approaching".

DISAGGREGATED GROWTH REFLECTION:	Disaggregated groups will see growth with a focus on grade level work, and programs that will support students with grade level practice. The focus on quarterly assessments will inform instruction and guide the work to meeting growth goals.

Current Performance

- Areas that were approaching: Academic Achievement- English language arts math and science, Academic Growth-Students with disabilities, Academic Growth Gaps-English language arts (students with disabilities) math (students with disabilities):

  Sabin Middle School students scored 9 percentage points below the Improvement status. Last year, data indicated a need for increasing the growth of our inclusion-special education students in all content areas. Growth was shown for this group of students in ELA and Math, however we are still rated as does not meet. Our root cause analysis in May 2017 indicated that English language arts and Math are our significant opportunity for growth including sub groups. Student groups needing to demonstrate increased growth in ELA and Math are: minority students and students with disabilities. Sabin Middle school students increased their percent scoring at benchmark from one year to the next in CMAS Science, 16.8% to 18.9% When comparing Galileo K-12 assessment data Fall 2016 to 2017 6th grade declined in academic achievement of standards, 7th grade data Fall 2016 to Spring 2017 declined in academic achievement of mastery of Standards, and 8th grade data Fall 2016 to 2017 declined in academic achievement of mastery of Standards,. Sabin has not seen the gains that we had hoped to see in Galileo data, Standards aligned teaching could be one determinant in the lack of achievement.

Trend Analysis

Trend Direction: Decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Academic Achievement for ELA and Math is "Approaching" scoring in the 20 percentile rank in ELA and 20 in Math. This is a notable trend because scores are below the 50th percentile to achieve "Meets".

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Using one year SPF each disaggregated group is achieving below the 15 percentile in ELA and falls in the category of "Does Not Meet". This is notable because the scores do not meet the 15 percentile to reach the "Approaching" category

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Using one year SPF the following disaggregated groups, English Learners and Students with Disabilities are achieving below the 15 percentile in Math and falls in the category of "Does Not Meet". This is notable because the scores do not meet the 15 percentile to reach the "Approaching" category.

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Academic Growth for ELA and Math is "Approaching" scoring in the 38 median growth percentile rank in ELA and 39 in Math. This is a notable trend because scores are below the 50 median growth percentile to achieve "Meets".

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Growth

Using one year SPF the following disaggregated group, Minority students fall below the 35 median growth percentile in ELA and falls in the category of "Does Not Meet". This is notable because the scores do not meet the 35 median growth percentile to reach the "Approaching" category.

Root Causes

Priority Performance Challenge: Math Growth

Math, the median growth percentile ranks "Does not Meet" scoring in the 33 median growth percentile well below the 50 that would rank Math as meets.

Root Cause: Tier II and III Instruction

Consistent, effective interventions monitored and assessed every 4 to 6 weeks are needed by all students at Tier II and III, so that they are able to demonstrate appropriate and expected growth.

Priority Performance Challenge: ELA Achievement

ELA, the percentile ranks "Approaching" scoring in the 20 percentile well below the 50 that would rank ELA as meets.

Root Cause: Tier II and III Instruction

Consistent, effective interventions monitored and assessed every 4 to 6 weeks are needed by all students at Tier II and III, so that they are able to demonstrate appropriate and expected growth.

Priority Performance Challenge: Math Achievement

Math, the percentile ranks "Approaching" scoring in the 20 percentile well below the 39 that would rank Math as "Approaching".

Root Cause: Instruction aligned to Standards

Teacher planning aligned to the rigor and grade level expectations of standards. Challenging content for students.

Priority Performance Challenge: ELA Growth

ELA, the median growth percentile ranks "Does not Meet" scoring in the 33 median growth percentile well below the 39 that would rank ELA as "Approaching".

Root Cause: Instruction aligned to Standards

Teacher planning aligned to the rigor and grade level expectations of standards. Challenging content for students.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Turnaround Challenges: As indicated above, ELA and Math scores have been stagnant or decling over the last three years. The USIP writing team recognized this trend in May 2014 at a root causes analysis, and determined that a focus on instruction, with the work around the teaching and learning cycle was highest priority for improved student achievement. Although gains were made for students with disabilities in reading and math last year, students with disabilities continue to be an area of focus for us. Areas that are attainable in one year are: Academic achievement: Math-need to move from 27 to 50 percentile to move from 4/8 points to 6/8 points. ELA-need to move from 23 to 50 percentile to move from 4/8 points to 6/8 points. Academic Growth: Math (english learners)-need to move from 28.5 to 40 MGP (Median growth Percentile) to move from .25/1 points to .50/1 points Math (students with disabilities)- need to move from 29 to 40 MGP to move from .25/1 points to .50/1 points ELA (Minority students)- need to move from 33 to 40 MGP to move from .25/1 points to .50/1 points   Local data would suggest that this is still an area of challenge and we will continue to improve as we focus on implementing interim common assessments. Common assessments will be monitored and used to drive instruction. Sabin is looking at the growth from quarter to quarter of those common assessments.

Provide a rationale for how these Root Causes were selected and verified:

Root cause analysis was conducted through a Root Cause Analysis Process, examining the past four years' data by a group of teacher leaders, in conjunction with administrators. The team used a Problem Analysis, combined with a SOLVE Process (State the problem, Organize relevant information, Look for possible causes, Vet possible causes, and Ensure we've found true cause). After a review with CDE Turnaround Network we identified the following strengths and needs in the following areas:

Culture of Performance

Strengths   **Needs**

- **Staff wants a culture of performance. (Staff desire and mindset is there.)**

- **PLCs are starting to have more open data conversations (shared accountability)**

  - Ownership of school mission and vision that will drive the structure of the culture in the building.

  - Shared accountability - move away from personal conversations around data… we're improving the entire school.

- **MakerSpace, 1-1 with iPads, re-thinking teacher placement (drama) = on the path to creating an inspiring learning environment**

  - Need to reach out to parents/community. Gifted/magnet is very connected. We need to expand our reach

- **Capturing Kids Hearts, has helped us to develop stronger teacher-student relationships**

  - We talk about the parent engagement piece a lot - do we know what that really looks like?? (i.e. We need to identify what weekly emails look like.) There's more to parent involvement than walking through the doors - how can we engage in different ways? How do we define parent involvement?

Academic Systems

Strengths   Needs

- Curriculum alignment & quarterly assessments

- Conversations around exemplars (part of focus for next year). What does mastery mean in content?

- Vertical alignment (6th, 7th and 8th grades)

- Staff willing to explore peer to peer observations

- Observation/Feedback - talking about instructional techniques. Continue conversations (should the person observing have content knowledge?? Or should this be about solid instructional practices)

- Assessment system & data culture will be a focus this year. Data driven instruction will be a big lever for us. (Moving to Galileo next year)

- Continually talk about rigor: what it means, what it looks like. Excuse: "our kids aren't at that level yet." We need to expose kids to that rigor.

- Students are tracking data in some classrooms (Achieve3000, Read180, Map Data, MasteryConnect). We do need a better system to track mastery.

Talent

Strengths

Needs

- Process and structure for decision-making in place (trego)

- District admin/leadership has worked hard on developing leaders (provides access to resources/training that will develop talent at the admin level)

- Distributed leadership (teacher leadership). Currently have a BLT - will be used more effectively next year.

- Starting an ILT next year - dept chairs will have the ability to coach.Within the ILT team, we want to create instructional leaders that become experts and spend their time coaching/spreading best practices.

- Evaluation - admin needs to become more solid on evaluations. Need to identify what that means. Evaluation is seen as a hoop to get through.

- Need to focus on developing teachers in their capacity to instruct and give feedback to their peers (coaching) - Follow up with John about training around this.

Operations

Strengths	Needs
• Schedule allows for a good amount of planning/collaboration time.	• We need to build strong systems:
• Use of instructional time - we use it well and try to protect it (but we can tighten up in individual cases)	• Who do we want to hire for Sabin? Deliberate training of new hires.
	• Teacher planning - how are they spending planning time? Need to revisit our meeting schedule.
	• How do we take what's being learned in the ILT back to the classroom?

The following identified root causes will guide our action planning. The first is a collaborative staff culture where teachers work together in PLCs using data to drive instruction. The other being a focus on instructional capacity through observation and feedback cycle.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan

Literacy focus, teaching aligned to standards and focus on English Language Arts

Describe what would success look like: Literacy: Reading across the content area-Students are reading, writing and speaking about grade level complex text. The questions and tasks students ask, require students to do the "heavy lifting"- the bulk of the thinking, talking and learning. All teachers foster a culture of academic discourse in their classrooms where students regularly evaluate, justify and elaborate on their thinking using evidence.

Associated Root Causes:

Instruction aligned to Standards:
Teacher planning aligned to the rigor and grade level expectations of standards. Challenging content for students.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status

Student Culture 1.6 Continuous improvement monitor and react to student culture

Describe what would success look like: Students will respond positively on student culture survey. 100% of teachers will score 3s or better on the student culture rubric using schoolwide routines and systems The number of level 1 referrals will decrease by 20% from school year 2016

Associated Root Causes:

Stakeholder involvement:
Students, staff, and parents aligned in creating a common expectation of school culture.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status

Increased performance in Math with a focus on Math instruction aligned standards

Describe what would success look like: Math-Lessons and instruction intentionally target major grade level content, skills and aspect of rigor. Plans and instruction align tasks/problems with the standard.

Associated Root Causes:

Instruction aligned to Standards:

Teacher planning aligned to the rigor and grade level expectations of standards. Challenging content for students.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status

Progress Monitoring: Student Target Setting

Priority Performance Challenge : Math Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS	**2017-2018:** All Students scoring at 39 percentile on PARCC to give a rating of "Approaching".
	2018-2019:

INTERIM MEASURES FOR 2017-2018:

Priority Performance Challenge : ELA Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

2017-2018: All students scoring at 39 percentile on PARCC to give a rating of "approaching"
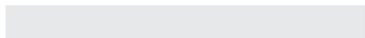
2018-2019:

INTERIM MEASURES FOR 2017-2018:

PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2017-2018: All dis-aggregated student groups will achieve 25th percentile to rate "Approaching"

2018-2019:

INTERIM MEASURES FOR 2017-2018:

Priority Performance Challenge : Math Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS:

ANNUAL PERFORMANCE TARGETS

2017-2018: All students scoring at 50 percentile on PARCC to give a rating of "Meets"

2018-2019:

INTERIM MEASURES FOR 2017-2018:

Priority Performance Challenge : ELA Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

| ANNUAL PERFORMANCE TARGETS | **2017-2018:** All Students scoring at 39 median growth percentile on PARCC to give a rating of "Approaching". |
| | **2018-2019:** |

INTERIM MEASURES FOR 2017-2018:

Addenda

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the **Quality Criteria**. Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
Turnaround Plan Options. Only schools and districts with a	Section IV: A description of the selected turnaround strategy in the Action Plan Form.	☑ **Turnaround Partner.** A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. **Provide name of Turnaround Partner:** RELAY, and CDE Turnaround Network ☐ **School/District Management.** The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support. ☐ **Innovation School.** School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.

Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.

If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.

☐ **School/District Management Contract.** A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute.

Provide name of Management Contractor:

☐ **Charter Conversion.**(For schools without a charter) The school has converted to a charter school.

☐ **Restructure Charter.**(For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.

☐ **School Closure.**

☐ **Other.*** Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").

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*Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?