<table>
<thead>
<tr>
<th>Structures</th>
<th>People</th>
<th>Policies and Conditions</th>
<th>Programs (professional development, interventions, school reform, targeted interventions)</th>
<th>The result</th>
</tr>
</thead>
</table>
| Annual review and modification of school structures, such as the school schedule, organization of grades and teachers, meeting times, common planning time, and leadership structures. | Leaders and staff remain relatively consistent from one year to the next. Leaders and teachers improve professionally through collegial relationships, mentoring, and professional development. | Policies and learning conditions remain relatively stable and tend to reinforce the status quo (e.g., existing behaviors, beliefs, and expectations). | Programs and professional development are intended to improve, but not dramatically change, instructional practices or approaches:  
  - Traditional coaching and consulting (light-touch coaching).  
  - Curriculum alignment and development of common assessments.  
  - Targeted programs that meet the students’ academic or social needs. | In two to three years, the school will look and feel the same. Aspects of the school may have improved, although the school—how it operates and its culture—will be fundamentally the same. |
| Rapid implementation of new structures, leadership configurations, and meetings (e.g., smaller learning communities, expanded common planning time). Implementation of new teaming arrangements (e.g., K-2 multi-grade classrooms, looping). | New leadership and new teachers have a significant role in change efforts (e.g., turnaround leaders, new teacher leaders, significant changes in leadership roles). | New policies are established or existing policies dramatically revised to ensure that the school—the principal or an external partner, such as an educational management organization—has the operating flexibility, autonomy, and budgetary authority needed to implement changes. | Programs and professional development are intended to dramatically change instructional practices or approaches:  
  - Full implementation of a whole school reform model.  
  - Use of an external provider (e.g., a lead partner) to provide consistent services and professional development.  
  - Use of multiple external organizations or providers in an integrated fashion. | In two to three years, the culture, the people in the school, the beliefs of individuals and how individuals interact with each other, and most of the programs will be fundamentally different than what exists today. |

Success is partly a function of the extent to which district and school efforts are aligned and coherent.

- **Incremental Change**
  - When done right, is a process of Continuous Improvement

- **Transformational Change**
  - When successful, leads to Rapid Improvement

**Characteristics of District and School Turnaround Plans - Alignment and Degree of Change**

<table>
<thead>
<tr>
<th>Degree of Change</th>
<th>Strategic, aligned, and coherent policies and plans</th>
<th>Incoherent and fragmented plans, policies, and programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>A improvement plan that is focused and aligned but that does not have the potential to lead to rapid and dramatic improvement.</td>
<td>An improvement plan that is not aligned and that does not have the potential to lead to rapid and dramatic improvement.</td>
</tr>
<tr>
<td>High</td>
<td>A Turnaround plan that proposes specific actions that will lead to dramatic change, combined with a theory of action that explains how the actions are connected to each other and will lead to the intended outcomes.</td>
<td>A Turnaround plan that proposes multiple and potentially dramatic changes in programs, policies, and people. However, the proposed changes are not connected or aligned.</td>
</tr>
</tbody>
</table>