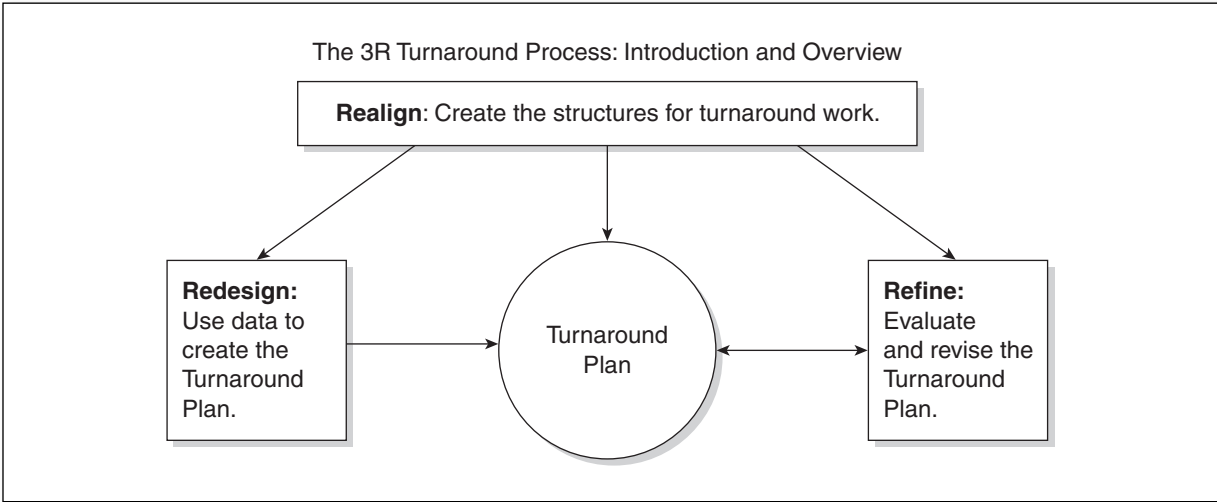


# Introduction

*The best place to turn around is a dead end street.*

—Naomi Judd

## PROGRESS MAP



## POCKET SUMMARY

Introductory Information	Major Ideas
A definition of turnaround work	<ul style="list-style-type: none"> <li>• Our shared work</li> <li>• Why use the term <i>turnaround</i> to characterize the continuous improvement of teaching and learning?</li> </ul>
The 3R turnaround process	<ul style="list-style-type: none"> <li>• Graphic organizer for the process and the book</li> <li>• How it incorporates the techniques of formative evaluation</li> <li>• How it builds upon your current school decision-making process</li> <li>• How it maps onto other continuous improvement models</li> </ul>
How to use this book	<ul style="list-style-type: none"> <li>• Book structure</li> <li>• Chapter structure</li> <li>• Special features</li> </ul>

## OUR SHARED WORK

If you are reading this book, we're pretty sure you are not on a warm beach in an upbeat mood thinking only about how to while away your time. Nope! We think you are faced with the same challenges we face daily. How can we do a better job with the staff, budget, and time available? How can we move all students in our school from struggling to stellar? How can we meet our accountability targets and avoid the dreadful sanctions associated with being labeled a "failing school"? How can we compete with other schools in the district, charters, and private schools?

You might be a principal, a consultant hired to assist a particular school or district, a lead teacher, an aspiring administrator, a central office administrator, a supervisor of principals, or a member of a state or county education agency. You might be an educational foundation officer seeking to find an efficient way to monitor your agency's investments in school change. Regardless of your title or assigned role, your job is both urgent and focused: You must

- halt downward achievement trends or enhance achievement at your school,
- meet both short- and long-term accountability or strategic plan targets, and
- institutionalize processes and systems to ensure your school's success when you are no longer there.

We, along with you, are committed to making schools great. For us, and we suspect for you as well, a great school is synonymous with tangible student achievement outcomes:

- Enabling all students to reach their potential
- Elimination of the achievement gap
- Preparation of more students for college
- Elimination of the need for remediation when students leave school
- Acceleration of the acquisition of English for English learners
- Preparation of special education students to meet the same standards as all students
- Elimination of high school dropouts
- Preparation of all students for college or the world of work

We, and you, recognize that making achievement gains and maintaining a reputation for excellence depend upon creating safe, family-friendly, community-connected schools.

We, and we suspect you too, believe in using a data-driven continuous improvement (CI) process, characterized by collaboration and rigorous reflection. We have been committed to school-level CI for a very long time. We wrote a book more than 18 years ago to help school principals use formative evaluation as a tool for managing school reform. The book was *Tracking Your School's Success* (Corwin, 1992), and at that time, if you can believe it, we dedicated a good portion of the book to convincing principals why a CI process would pay off for their schools. How times have

changed! School leaders no longer need to be sold on the need to set improvement goals, collect data to measure progress, and revise programs based on their data. Nearly every school leader today is familiar with one or more approaches to CI. You might be currently using a state-created model such as those of Texas, Nebraska, Colorado, or Louisiana; a business model such as the Baldrige model, Total Quality Management, or Six Sigma; or a more generalized approach that might be labeled “data-driven decision making,” “action research,” or “strategic planning.” No, convincing teachers and principals that CI should be part of their practice isn’t necessary in the 21st century.

What we do need today is support for implementing or fine-tuning these CI systems so that they produce rapid results and are sustainable in the face of budget cuts, changing staff, and revised strategic goals. Since formative evaluation is the generic inquiry process underlying all CI models, we think it’s time to revisit the original framework to help you fine-tune your school’s current CI systems. And we would like to share some of the strategies, tools, and insights we have acquired in our own formative evaluation work to save you time and scaffold your school’s improvement processes.

### **WHY INTRODUCE THE CONCEPT OF TURNAROUND TO CHARACTERIZE THE CONTINUOUS IMPROVEMENT OF TEACHING AND LEARNING?**

The term *turnaround* comes from the field of business, where it has been used to describe the work of halting a downward trend in a firm’s performance and creating a dramatic improvement in a short period of time. An essential part of the definition of turnaround in education is “a dramatic change that produces significant achievement gains in a short period (within two years) followed by a longer period of sustained improvement.”<sup>1</sup>

We think the rapid results component of turnaround work is essential to CI. And we’re not alone in our beliefs. Mike Schmoker argues convincingly that rapid results are in fact the foundation of school improvement.<sup>2</sup> Schmoker calls rapid results a breakthrough strategy, a strategy focused on obtaining goal-oriented, measurable results in one year. In his book, *Results* (ASCD, 1999), Schmoker demonstrates how quick wins create momentum, provide feedback for revising the tactical path to strategic goals, promote optimism, and focus staff on outcomes rather than activities.

Turnaround work as traditionally formulated focuses on reforming low-performing schools. It requires you to use strategies that will yield results quickly, on a much shorter timeline than schools are used to following. But why restrict these strategies to “failing” schools? We need to recognize that all schools face the same urgency to improve student achievement. The current educational context is one of competition for students. Schools compete with charter organizations, private schools, and even school choice options within their own districts. Schools that the

public perceives as being successful attract students and remain open. Schools that the press or local real estate agents condemn as “ineffectual” struggle to attract students or suffer from poor community relations. Budget shortfalls in education and tight finances may make it essential for schools to replace successful but costly programs with lower cost options—but without sacrificing the current student cohort. The urgency to achieve significant academic results is the same when a successful program is cut as it is when students are uniformly unsuccessful and an effective program must be found. And last, federal Title I requirements for attaining accountability goals drive schools to examine their programs and to make changes on a short timeline that will quickly increase learning—at least as judged by test performance.

Because *turnaround* is used to express urgency and systemic change, we feel a turnaround attitude is central to any of the following tasks:

- Reducing the achievement gap among differently performing groups
- Providing unique and effective programs to enhance the achievement of the highest-performing students
- Providing interventions and a monitoring system to reduce the number of students referred to special education
- Enhancing the school’s reputation in the community and with real estate agents
- Avoiding state and federal sanctions under their particular accountability requirements
- Creating distributed instructional leadership and enhancing teacher expertise

We also think that the research on turning around low-performing schools (i.e., turnaround work) applies to *all* schools. The tools in this *Turnaround Toolkit* can be used to manage any systemic change at the school level aimed at rapid improvements in student achievement *regardless of whether the school is “failing,” “slowly improving,” or clearly successful.* In Table I.1, we identify possible turnaround areas for struggling schools (on the brink of state takeover), “good enough” schools (parents are happy but students could do much better), and outstanding schools (recognized distinguished schools). Struggling schools do need to make a U-turn in the achievement trajectories of nearly all students. Good enough schools need to create areas of excellence and raise expectations and performance for all students. While the needs of outstanding schools may not seem as glaring as the needs of schools on the brink of state takeover, there are individual students and groups of students in as much need of a trajectory change as those in obviously low-achieving schools. Such schools are often accused of overlooking and underserving the “middle majority.” These are students for whom college (or a prestigious college) is not a goal, or who have no particular academic deficits but who also have no particular areas of academic, social, athletic, or artistic strength. Parents of the middle majority often feel that their students get mediocre teaching, are unknown and overlooked, and are not pushed out of their comfort zones. Clearly, *turnaround*, with its emphasis on rapid change and sharp focus on students’ achievement, is a concept that should not be limited to obviously struggling schools.

**Table I.1** Potential Turnaround Areas for Different Types of Schools

Possible School Improvement Initiative Area	Struggling Schools	Good Enough Schools	Outstanding Schools
Student Achievement	Raise achievement levels of all students on accountability indicators	Monitor and raise achievement of any low-performing subgroups	Monitor and raise achievement of low-performing individuals whose needs differ from those of the majority of students
Curriculum and Instruction	Ensure curriculum is implemented as intended and learning time is maximized	Ensure curriculum provides enrichment and acceleration for students meeting standards	Ensure curriculum challenges high-performing students and is rigorous for students meeting grade-level standards
Parent and Community	Implement programs for community and parent involvement to support students outside of school	Implement programs for community and parent involvement to raise expectations for students	Implement programs for community and parent involvement to meet needs of students struggling to keep up with the reputation of the school or whose interests and talents aren't served by traditional academic programs
Safety	Ensure school is safe and secure, including emotionally, in classrooms, on the campus, and adjacent to campus	Ensure school is safe and secure, including emotionally, in classrooms, on the campus, and adjacent to campus	Ensure school is safe and secure, including emotionally, in classrooms, on the campus, and adjacent to campus, especially for students not meeting high academic standards or without academic interests
Staff Development	Improve teachers' ability to accelerate learning of students performing below grade level, model high expectations, and deliver a rigorous program for all students	Improve teachers' ability to create high expectations and deliver a rigorous program	Improve teachers' ability to differentiate instruction, enrich and expand the curriculum, and ensure student engagement
Reputation and Accomplishments	Retain or recapture neighborhood students; become recognized as a school that beats the odds	Retain or recapture students currently attending private or charter schools; become recognized for extending rigorous or college prep coursework to "middle majority" students; develop a recognized specialty program (arts, vocational, International Baccalaureate, etc.)	Become the preferred school of parents inclined to send students to private schools; increase the percentage of students attending college; develop a regional or national reputation for outstanding programs through competitions, school recognition programs, and faculty involvement in national staff development efforts

## THE 3 R'S OF TURNAROUND WORK: REALIGN, REDESIGN, REFINE

The term *turnaround* is shorthand for a rapid program improvement that enables students to realize significant academic gains. Embedded in this work are three major tasks:

**REALIGN** your systems of leadership, team collaboration, outside support from experts, and central office or professional networks so that all resources are focused on implementing turnaround goals.

**REDESIGN** your curriculum, instruction, and school context (climate, student behavior, and parent/community involvement) to address priority needs based on available accountability, assessment, and other available data, and create a plan to achieve your turnaround goals.

**REFINE** and revise your program based on plan implementation and outcome data.

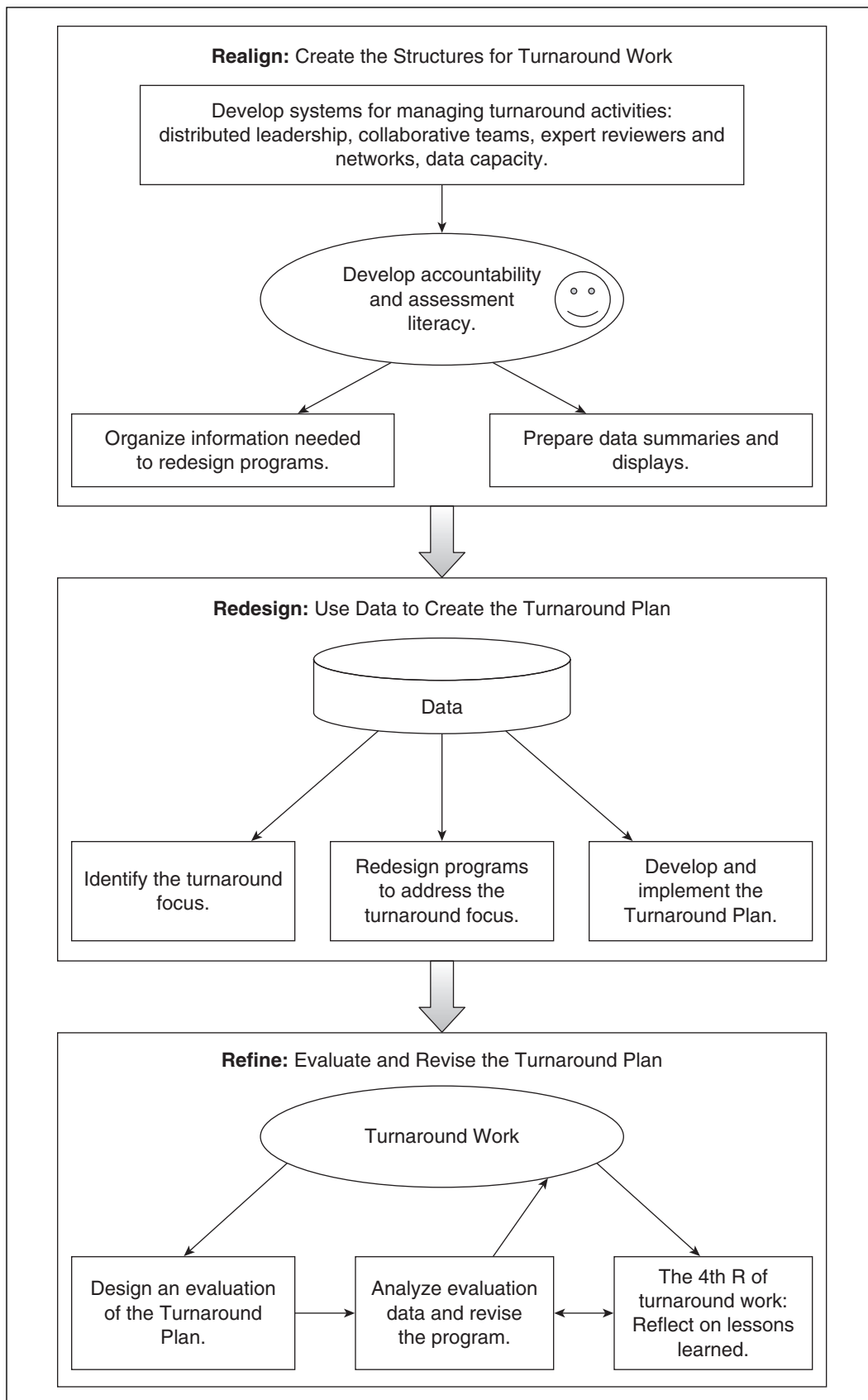
### GRAPHIC ORGANIZERS FOR THE 3 R'S OF TURNAROUND WORK

Language is a linear medium. Recursive processes—especially those conducted simultaneously with other activities in a school, such as program development and implementation, staff development, curriculum development, and deployment of specialized academic interventions to targeted groups of students—can be difficult to grasp when described in a linear fashion. Figure I.1 presents a graphic organizer to capture the major components of the 3R turnaround process. We use the graphic to help you locate yourself both in this book and in the process. The graphic organizer will guide you through the description of the 3R turnaround process, which is the subject of the first part of this book. We also use graphics to link the work of the process to tools that are available at the book's companion website in the online Toolkit. Whenever we provide a tool to support your turnaround efforts, you will find a graphic in the text to enable you to place that tool in context.

Below is the legend for the symbols used in the graphic organizers for Part I, The 3 R's of Turnaround Work.

- The large boxes are used to identify the three sections in Part I that correspond to the three sections of the turnaround process: Realign, Redesign, Refine.
- The smaller boxes within each large box correspond to individual chapters.
- The oval shapes within each large box have different meanings, each corresponding to the work core of the section. In the Realign box, the oval represents the prep work teachers and other school staff must do to become familiar with each other, with school programs, and with assessment data and data systems to get ready for turnaround. In the Redesign box, the oval represents the data analysis in which school teams will engage to create their Turnaround Plan. In the Refine box, the oval represents the turnaround work that is systematically monitored and refined through the use of formative evaluation strategies.

**Figure I.1** Graphic Organizer for the Turnaround Toolkit



- The thin arrows indicate connections among turnaround tasks and suggest the dynamism and recursiveness of the process.
- The fat arrows show the way from one section to the next.

Each section begins with a reproduction of the entire graphic organizer, in which the large box relevant to that section is highlighted. Within the sections, each chapter begins with a reproduction of the section-relevant large box, and the small chapter box is highlighted.

We hope that you find the graphic organizer useful for both orientation and recapitulation.

### **THE 3R TURNAROUND PROCESS INCORPORATES THE TECHNIQUES OF FORMATIVE EVALUATION**

A Realign-Redesign-Refine process captures the three purposes of data-driven decision making:

1. To use data to identify problems in teaching and learning
2. To use data to monitor student progress toward school goals and/or to monitor adequacy of program implementation
3. To use data to judge the effectiveness of changes in curriculum, instruction, and school context interventions in promoting student achievement or other important student outcomes

The process of gathering data for the purpose of program improvement is called *formative evaluation*. The formative evaluation process constitutes the Redesign-Refine stage of the turnaround cycle. Formative evaluation is something your staff already engages in, though perhaps not consciously. However, whenever educators collect data for the purpose of improving some aspect of curriculum, instruction, or school context for the purpose of improving student outcomes, they are engaging in formative evaluation.

Currently, school staff often use informal data-gathering strategies to make decisions about the adequacy of teaching and learning. A few of the examples cited below illustrate how the techniques of data-driven decision making and the dispositions of turnaround work may already exist at your school:

- Principals determine staffing and course assignments based on enrollment projections, inquiries from parents new to the neighborhood, and informal reports from teachers.
- Departments and administrators plan staff development sessions after determining needs through classroom observations, listening to teacher concerns at meetings or in the lounge, reading professional literature, and attending conferences.
- All staff review accountability assessment data to determine whether the school is meeting state and federal goals and whether particular subgroups of students are falling behind or need more challenging work.



- High school counselors and administrators monitor dropouts, graduates, college acceptance, and freshman GPAs to judge the success of their programs.
- School staff identifies similar schools and compare test results to determine if they are doing as well as they could with “similar” students.

Teachers are especially adept evaluators. They routinely and often informally gather data about students’ attitudes and preferences, written and oral capabilities, and performance on curriculum-related quizzes and tests to make a range of instructional decisions:

- Which lessons are most appropriate for which groups of students?
- Which skills need reteaching, to whom, and how should the skills be presented the second time?
- How should students be grouped for instruction? How often should groups change?
- Why is a particular student struggling? What would help? How can I challenge the high flyer? What will interest the disengaged student?
- How are my students doing compared with those in similar classes? Compared with last year’s group? Compared to the state standards and proficiency requirements?
- How can I do a better job? Why did today’s lesson bomb? What kinds of feedback will help students improve their writing? What kinds of explanations and practice will make key concepts clearer to students?

It’s a simple transition to move from classroom-level to school-level evaluation. Substitute the word *program* for *classroom* and *school* for *students*, and you will have identified the central questions in formative evaluation.

### **THE 3R TURNAROUND PROCESS INCORPORATES CONTINUOUS IMPROVEMENT PROCESSES YOU MAY ALREADY USE**

You may have incorporated a continuous improvement (CI) process at your site already. Several current models have been introduced as part of the school improvement movement; these approaches have the same purpose as turnaround work and go through most of the same steps. There are two differences between these commonly applied CI models and the turnaround approach we advocate in this book. Table I.2 compares the steps in the 3R turnaround process with those in three other popular CI models. The Deming-Shewhart-Baldrige plan-do-study-act (PDSA) model has been the most widely adopted CI model across the country. Entire states, including Florida and Texas, have incorporated the PDSA process into their statewide school improvement plans.

**Table I.2** How the 3R Turnaround Process Compares With Popular Continuous Improvement Models

The 3R Turnaround Process	Pivot Learning Cycle of Inquiry (COI)	Deming-Shewhart-Baldrige PDSA	Annenberg Self Study Cycle
Realign personnel and resources to distribute responsibility for turnaround work.			
Redesign: Use accountability and assessment data to identify improvement needs.	Identify problems.		1. Identify desired student outcomes.
Redesign: Use program data to redesign programs. Create a program description; identify the theory of action; identify the guiding questions.	Ask questions. Design a plan. Set goals.	PLAN: Plan ahead for change. Analyze and predict the results.	2. Develop essential questions.
Redesign: Develop and implement the Turnaround Plan.	Take action.	DO: Execute the plan, taking small steps in controlled circumstances.	5. Choose and implement actions.
Refine (formative evaluation): Collect data to identify what is needed (tools) to improve program outcomes. Identify evidence needed to determine how well the program is producing desired outcomes. Use multiple data sources as evidence. Set standards for determining program effectiveness.		STUDY: Check; study the results.	3. Identify, collect, and organize relevant data.
Refine: Analyze data to determine program strengths and weaknesses. (Evaluate impact according to specific criteria.)	Analyze outcomes.		4. Analyze data.
Refine and Redesign: Revise program to optimize strengths and eliminate weaknesses.	Repeat.	ACT: Take action to standardize or improve the process.	6. Evaluate impact on practice and outcomes.

As described earlier in this chapter, the CI or redesign-refine activities of the 3R turnaround process are really formative evaluation, a research-based approach to program development and improvement. The Redesign and Refine stages are simply an applied research process and do not belong to any company, group, or other organization. You will notice that when comparing the four CI strategies, the 3R turnaround process built on formative evaluation is more clearly specified and has clearer guidelines about what is to be done at each stage of the process. The major difference between the 3R process and formative evaluation is that, in the latter, evaluators focus on the redesign-refine activities but do not engage in setting up schoolwide systems for doing improvement work. Table I.3 shows how the steps commonly employed in formative evaluation are incorporated into the 3R Process.

**Table I.3** Steps in Formative Evaluation

3R Process	Formative Evaluation Process
Realign: Create systems and develop skills for managing and carrying out turnaround work; improve staff understanding of accountability, assessment, teaching, learning, and curriculum if needed.	Realignment is not part of formative evaluation.
Redesign: Use data to identify areas needing improvement; create a Turnaround Plan for improvement.	Needs assessment is comparable to the Redesign stage.
Refine: Implement and evaluate the Turnaround Plan. Program development and formative evaluation occur simultaneously as part of a continuous improvement feedback loop operating in real time.	Program development is done in concert with evaluation but considered a distinct activity.
Evaluation of the Turnaround Plan includes the steps in formative evaluation.	Identify a theory of action or a logic model linking actions to outcomes. Create formative evaluation questions. Identify measures to collect data. Manage development or purchase of an evaluation instrument; administer evaluation; collect, store, and organize data. Summarize and analyze data.
Refine and revise the plan.	Interpret formative data to identify and implement needed revisions.
Communicate findings and planned revisions to stakeholders.	Communicate findings and planned revisions to stakeholders.

The other CI models incorporate many of the requirements of formative evaluation and may seem simpler than the 3R turnaround process. But in wide communication, the models may give short shrift to essential aspects of school reform. PDSA (plan-do-study-act, the Deming CI model), for example, was designed to help factory workers improve the production of widgets, much as formative evaluation initially was developed to improve programmed instruction. But the simplicity of the “targets” (improved production of widgets, improved performance on behavioral objectives) meant the model didn’t need to specify program components, theories of action, multiple measures of implementation and outcomes, or the multiple functions of data analysis and discussion in evaluating and improving the effectiveness of educational programs.

If you are currently using one of these popular CI models, adopting the more elaborate but completely compatible formative evaluation strategies discussed in this book will be relatively simple (though it will require more time and thought). If you learn how to conduct formative evaluation, you will bring a more nuanced understanding of what the steps in each of the other models really require and will be able to adopt a more rigorous approach to your school’s CI process.

## HOW TO USE THIS BOOK

### Book Structure

Now that you have a better understanding of the 3R turnaround process to address your school’s most pressing issues, we are ready to begin this urgent work. We have divided the book into two parts. Part I is a how-to guide to turnaround work at the school level, focusing on improving student achievement. Part II presents Leader’s Guides for each chapter that highlight the management tasks, decisions, and resources needed for doing the turnaround activities of that chapter.

The how-to of turnaround work, Part I, is organized into three sections, each corresponding to one of the three R’s: Realign, Redesign, and Refine. Section I, Realign, contains three chapters focused on preparing for turnaround work. Section II, Redesign, includes three chapters describing how to identify the turnaround focus and then create and implement the Turnaround Plan. Finally, Section III focuses on Refine, which is the engine of turnaround work; it contains two chapters dealing with how to use embedded implementation and monitoring data to make both midyear corrections and yearly program revisions to your turnaround work. The final chapter in Part I is a call to reflect annually on your efforts, identifying lessons learned and looming challenges. Table I.4 summarizes the contents of Part I.

Part II contains the Leader’s Guides for each of the action steps described in Chapters 1–8. The guides include key concepts from the chapter, a list of management decisions that must be made with each step, a Pocket Summary of the chapter (reproduced from the chapter introduction), a list of key challenges encountered in each step, and some useful

**Table I.4** Book Structure for Part I: The 3 R's of Turnaround Work

Section	Major Content	Products
<p>Section I. Realign—Create the Structures for Turnaround Work</p> <ul style="list-style-type: none"> <li>• Chapter 1. Develop Systems for Managing Turnaround Activities: Distributed Leadership, Collaborative Teams, Expert Reviewers and Networks, Data Capacity</li> <li>• Chapter 2. Organize Information Needed to Redesign Programs</li> <li>• Chapter 3. Prepare Data Summaries and Displays</li> </ul>	<p>This section describes the school-level systems as well as professional learning that should occur to ready your school for turnaround work.</p>	<ul style="list-style-type: none"> <li>• New organizational structures</li> <li>• New staff responsibilities</li> <li>• Expanded professional networks</li> <li>• Tables and graphs of school-level accountability data</li> <li>• Tables and graphs for school-level, district-level, or other common assessments</li> <li>• Tables and graphs of other useful data: parent, student, and teacher surveys; archival data (grades, attendance, discipline); demographic data</li> </ul>
<p>Section II. Redesign—Use Data to Create the Turnaround Plan</p> <ul style="list-style-type: none"> <li>• Chapter 4. Identify the Turnaround Focus</li> <li>• Chapter 5. Redesign Programs to Address the Turnaround Focus</li> <li>• Chapter 6. Develop and Implement the Turnaround Plan</li> </ul>	<p>This section describes how to use accountability and assessment data to identify student achievement goals and areas where curriculum and instruction need improvement. This includes developing a graphic organizer to present your cause-and-effect hypothesis about what should change and why—your theory of action—and developing data-driven turnaround activities. The result of this section is your Turnaround Plan.</p>	<ul style="list-style-type: none"> <li>• Graphic organizer to capture the logic or theory behind program changes</li> <li>• Focused learning goals</li> <li>• Multiple academic assessments</li> <li>• Revised curriculum</li> <li>• Revised instructional strategies</li> <li>• New procedures for staff development</li> <li>• Measures of student opportunity to learn, program quality, and parent involvement</li> <li>• New policies and practices to ensure school climate; student behavior and parent involvement to support turnaround goals</li> </ul>

*(Continued)*

**Table I.4** (Continued)

Section	Major Content	Products
Section III. Refine— Evaluate and Revise the Turnaround Plan <ul style="list-style-type: none"> <li>• Chapter 7. Design an Evaluation of the Turnaround Plan</li> <li>• Chapter 8. Analyze Evaluation Data and Revise the Program</li> <li>• Chapter 9. The 4th R of Turnaround Work: Reflect on Lessons Learned</li> </ul>	This section focuses on the formative evaluation of the Turnaround Plan, both implementation and outcomes. The emphasis is on identifying measures that will provide data to inform evaluation questions, analyzing data, and using the data to revise the plan.	<ul style="list-style-type: none"> <li>• A list of aspects of your Turnaround Plan that need monitoring, which forms the basis of your formative evaluation activities</li> <li>• Questions to guide plan improvement</li> <li>• A management plan for instrument development and data collection</li> <li>• Methods for summarizing data that are easily used</li> <li>• Reflections that institutionalize your efforts and to share with colleagues in turnaround work</li> </ul>

resources. The Leader's Guides also contain thumbnail images of the Tools referred to in the chapters; you may access these tools on the companion website for this book at [www.corwin.com/turnaroundtoolkit](http://www.corwin.com/turnaroundtoolkit). We will describe the companion website in more detail in the section below on special features.

### Chapter Structure

Chapters 1–9 have a shared structure designed to make the how-to information central to turnaround work more accessible. Chapters open with a reproduction of the particular section of the graphic organizer for the 3 R's of turnaround work that will be the subject of that chapter. The chapter graphic is followed by a Pocket Summary, which provides a succinct guide to the major tasks for each turnaround task. The Pocket Summaries for the Introduction and Chapter 9, The 4th R of Turnaround Work: Reflect on Lessons Learned, highlight major ideas but do not deal with specific activities in the 3R turnaround process.

## SPECIAL FEATURES

### Chapter-Embedded Tips

Most chapters have two kinds of tips for readers. Tech Tips are notes about when or how to use technology to make a task more efficient. Expert Help notifications identify tasks that require expertise not ordinarily found at school sites, for which you might want to enlist a short-term consultant

for expert help. The Tech Tips and Expert Help notes are indicated within each chapter by icons for easy identification.

### Companion Website

The website offers both tools and research articles to help you in your school improvement efforts. This website is available at [www.corwin.com/turnaroundtoolkit](http://www.corwin.com/turnaroundtoolkit). The tools support each stage of the turnaround process described in this book. We have located the tools on the book's companion website so that you can access them even if the dog eats your book. Because they are electronic tools, you can easily modify templates and reproduce charts or tutorials without struggling with a temperamental, overheated, and often unavailable photocopier. A thumbnail of each tool is in the Leader's Guide for each chapter. The thumbnail references in the Guides help you connect tools to related turnaround activities. We have also listed the chapter's tools, and the website address, at the end of each chapter to provide an easily accessible table of contents for each chapter's Toolkit.

A chapter Toolkit may contain one or more of the following items:

- A template for a data display
- A useful chart summarizing tips for conducting an activity
- Protocols to guide discussion
- Toolkit tutorials: brief instructional readings designed to provide important knowledge of important technical information that may be unfamiliar but is needed to interpret data, select assessments, or do other kinds of specialized work in the turnaround process

In addition to the tools, this website also offers journal articles, research, or related readings to illustrate or expand upon major points in the book.

### LET'S GET STARTED!

Introductions are complete, and it's time now to work together to make a difference for struggling students, overmanaged and pressured teachers, and administrators being pulled in too many different directions. We have presented a continuous improvement process based on data use, rapid-fire experimentation, and responsive revision that should be compatible with your current efforts to ensure all students meet grade-level standards in all subjects. Turnaround work contains no surprising tasks. The distinguishing features of the process are the sense of urgency for the work, its data-defined focus, and the demand that data-informed change occur more frequently than most of us familiar with a pretest-posttest model of evaluating our efforts are used to. The book organizes the steps in the turnaround process, and chapters are designed to provide an at-a-glance understanding of how the content is organized and what procedures are featured. We hope the book and chapter organization succeed in making the 3R turnaround process clearer and its application to your local setting easier than would be the case with a more conventional format. We also hope that your experience with *The TurnAround ToolKit* makes your work more efficient and provides you with support to meet your most daunting goals. Let the turnaround begin!