Organization: TNTP | 186 Joralemon Street, Suite 300 | Brooklyn, NY 11201

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Title: **Turnaround Leadership Teams Strategy: Leadership More Effective than the Sum of its Parts**

TNTP, Atlanta Public Schools, and one other LEA will address EIR Absolute Priority 1 (Supporting High-Need Students) and 4 (Improving Low-Performing Schools) with the *Turnaround Leadership Teams Strategy* (TLTS).

Project Goals:
(1) Recruit, select, train and support 15 leadership teams made up of experienced school leaders, new-to-leadership residents and teacher-leaders, who will work together to propel radical school turnaround;
(2) Position each TLTS team to enact a successful school turnaround that aligns school design, instructional strategies and adults' daily actions with a vision of success shared by students, families, other community members, teachers and leaders;
(3) Leverage robust internally- and externally-led evaluation of the work to (a) sustain a positive trajectory of improvement for each school, and (b) inform continuous improvement of the model;
(4) Leverage evaluation of the work to disseminate lessons, findings, tools and templates to enable replication throughout the country.

Key Outcomes:
- TLTS teams will affect demonstrable, measurable improvements to school culture and achievement in historically low-performing schools.
- TLTS team members will develop key skills to be effective in their roles, such as: articulating a vision for school success, distributing leadership, using data effectively, and creating a positive learning climate.
- TNTP and partners will share tools and lessons to enable replication of this approach.
- An estimated 11,563 K-12 students will be served directly during the project period; many thousands more will reap the benefits of improved schools for years to come.

Contributions for Research, Policy and Practice:
Mathematica Policy Research will utilize a randomized control trial to answer the following questions: (1) What is the impact of the TLTS model on student outcomes? (2) What is the impact of the TLTS program on teacher practices and outcomes? (3) How is the TLTS model implemented across schools, and to what extent is it implemented with fidelity? and (4) How cost-effective is the TLTS program?