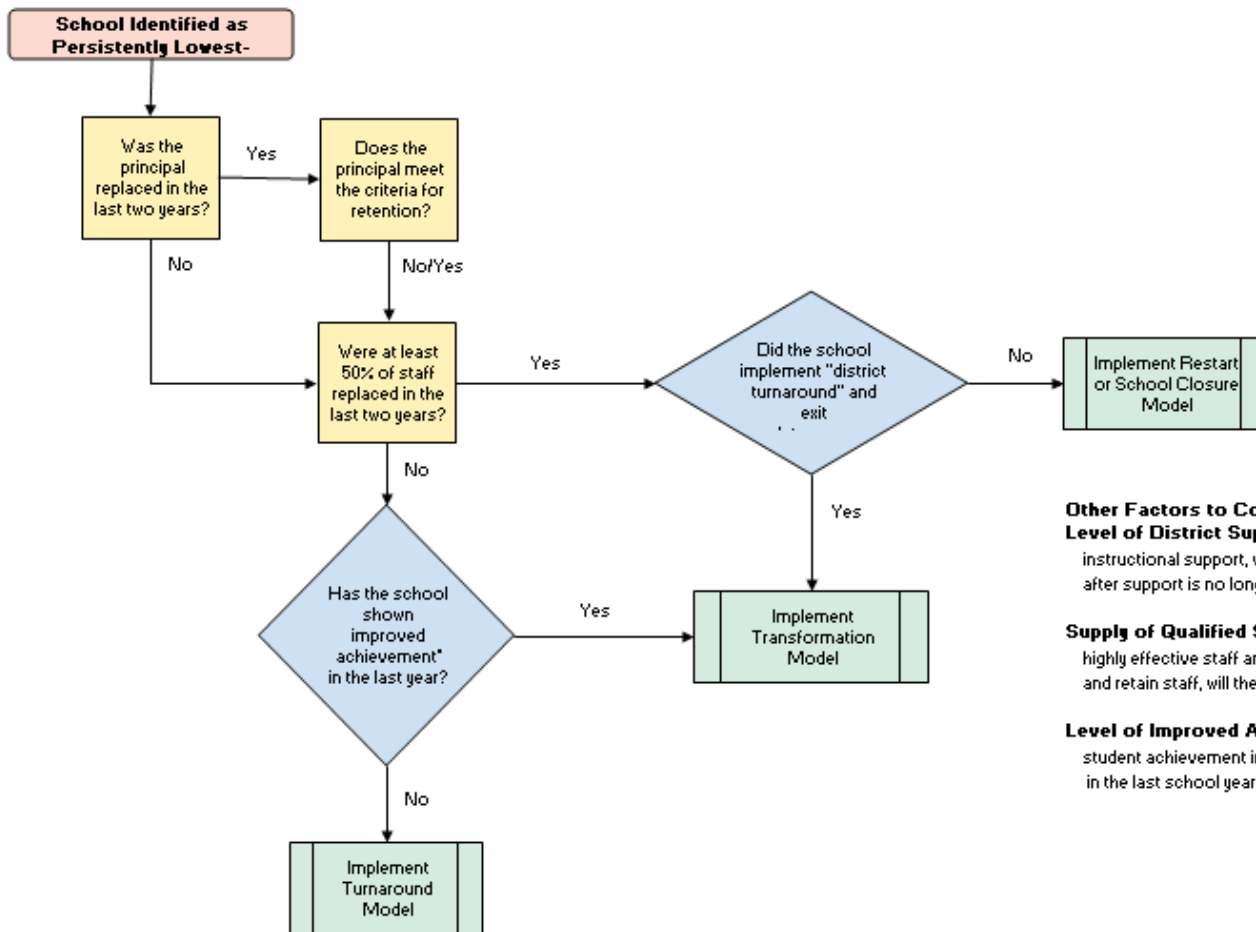


## Decision Tree for Selection of Intervention Model for Persistently Lowest-Achieving Schools



**Other Factors to Consider:**

**Level of District Support** - If the district provides a high level of instructional support, will improvements in achievement be sustainable after support is no longer provided?

**Supply of Qualified Staff** - If the district does not have access to a pool of highly effective staff and has previously offered sufficient incentives to attract and retain staff, will the turnaround model be feasible?

**Level of Improved Achievement** - Did the school significantly increase student achievement in the last two years but saw only incremental growth in the last school year?

\*"Improved Achievement" means improved school grade, increased percentage of AYP criteria met, or increased proficiency rates of the "total" AYP subgroup.