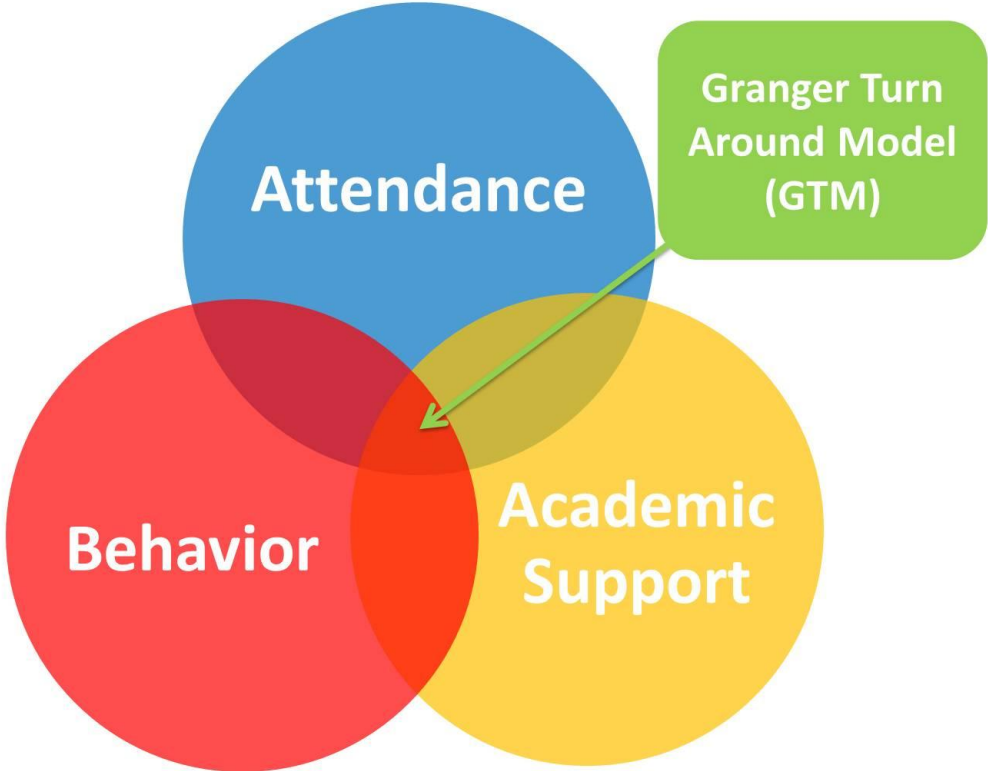# Granger Turn Around Model (GTM)

Culture of Universal Achievement and Success

A White Paper on the Granger Turn Around Model ™

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The Granger Turn Around Model

If there are certainties in education, one is that despite the best efforts of well-intentioned classroom teachers, some students will struggle to acquire the knowledge, skills, and dispositions those teachers work so hard to convey. One of the most persistent, brutal facts in education is the disconnect that exists between the proclaimed commitment to ensure all students learn and the lack of a thoughtful, coordinated, and systematic response to those students who do not learn. Any school or district that claims its mission is to help all students learn at high levels—as most do, must certainly be prepared to address the crucial question: *How will we respond when students don't learn?* (DuFour & Marzano, 2011)

The traditional response to this question is to leave it up to the discretion of individual teachers, leading to a kind of educational lottery for students. This individualistic and random approach is neither effective nor equitable. Schools committed to helping all students learn at high standards should provide a multilayered collective response that guarantees all students who struggle will receive additional time and support for learning. Schools sincerely interested in the learning of each student should actually have a plan for monitoring the learning process and a comprehensive pyramid of interventions for responding promptly, consistently, and effectively when some students do not learn (Duffour, Duffour, Eaker & Karhanek, 2010).

The Granger Turnaround Model (GTM) is a school-wide, research-based, data driven Response-to-Intervention (RTI) model built on four very specific principles of intervention *(Timely, Targeted, Directive, and Systematic) and* three core systems of academic excellence *(Mandatory Attendance System, Mandatory Behavior System, and Mandatory Academic Support System).* These three systems of academic excellence are greater than the sum of their parts and together, synergistically, help neutralize many of the poverty related barriers that affect school campuses and prevent academic success.

An innovative, six-step folder distribution system, developed over a five year period of trial and error, is the operating system that allows a very complex program to run in a very efficient, teacher friendly, reliable, and systematic way. In addition, embedded within the GTM are a host of best practices a school must establish for this system to align properly with the school day, such as: *Professional Learning Communities, Common Formative Assessments (CFA's), Mastery Learning, Research Based Instructional Strategies, and Timely Data.*

GTM is grounded in a philosophy that supports resiliency in children and families, viewing students from a perspective of strength, not weakness – as capable, not broken – regardless of their previous academic achievement and their home or community situation. The program's motto, **"No Hay Pobrecitos",** means "there are no poor little things here". The bottom line: Failure is not an option. As such, we set high expectations for all students, we teach them to have the Attitude of a Winner philosophy (believe in themselves, dream big, work hard and never, ever give up), and accept NO EXCUSES for poor effort. As a result of the high expectations we set, the attitude we instill and the support we provide, students who face much adversity succeed like never before.

Theory of Change

Poverty (out-of-school influences) affects school performance (low achievement) but poverty is not a destiny. With the right instruction and targeted support poor students can develop the knowledge, skills, dispositions (strength, resiliency, work ethic, study habits) necessary to overcome barriers and succeed in school.

Effective teachers and principals (in-school influences) matter too and can create school cultures of universal achievement and success that instantly raise the achievement of all students on a school campus and help close the longstanding gap among student subgroups. Teacher effectiveness (human capital) is directly influenced by the school culture and environment (social capital). Knowing this, building a school culture of universal achievement must be a top priority and key school improvement strategy.

School cultures of universal achievement and success can be quickly developed by taking conscious steps to neutralize key poverty related barriers to achievement such as: irregular attendance, defiant/disrespectful behavior, poor study habits, unmotivated and apathetic students, lack of homework, very low skills, lack of parent involvement, fixed mindset, lack of timely support, unwillingness of students to make the effort to improve.

The Granger Turnaround Model neutralizes these key barriers to achievement and puts teachers in a position to win with the most challenging students (non-learners and intentional non-learners). Success breeds more success and creates an upward spiral of achievement, hope, optimisms spreads from student to student and teacher to teacher until a critical mass of students tips the school campus into one of universal achievement and success.

Because school cultures of universal achievement are incompatible with weak and ineffective teaching, teachers must simultaneously be provided very intentional and targeted professional development and be required to continuously develop and frequently use the most effective and best instructional practices.

The three systems of academic excellence (attendance, behavior and academic support) and the no excuse, failure is not an option, whatever it takes, and attitude of a winner philosophy that make up GTM are greater than the sum of their individual parts and collectively have a transformational effect on the culture of the school.

Granger Turn Around Model History

GTM was developed in response to a desperate need for school improvement at the two lowest performing schools in the Sweetwater Union High School District, Granger Junior High School (GJH) and National City Middle School (NCM). During that time both GJH and NCM were in year 3 of Program Improvement. Program Improvement (PI) is based on an accountability system implemented in the state of California through the No Child Left Behind Act. Schools placed on Program Improvement have fallen below Adequate Yearly Progress (AYP) for two or more consecutive years (California Department of Education, 2012).

Many teachers had lost hope or felt powerless to help the school's students learn. There were deemed to be too many students with severe learning gaps, a lack of student motivation, classroom disruptions,

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behavior problems, gangs, unresponsive parents, overwhelmed administrators, and a lack of power to get students to do their work and take school seriously. The decades long result was systemic low expectations. Students accepted their failing status as a norm. Teachers reasoned that students were simply not capable of success in school, either because they did not have the skills or because they were dealing with excessive drama in their families and in the community, causing school to take a back seat to daily real world issues. Expectations had to change.

A new administration was hired and it was decided that lack of effort and school failure would no longer be tolerated. The "No Hay Pobrecitos" attitude needed to be part of the fundamental fiber of the school. The community needed to expect more from the school staff. The new principal met with each staff member and asked one question, "What three things have to change at Granger Jr. High School so that all students can be successful?" The majority of the staff said there were three areas of concerns at the school:

1. Students don't attend school regularly and therefore teaching new concepts and material to students is difficult.
2. Students won't do their homework and parents fail to support the school in this area.
3. Parents don't care about the school and student behavior is poor due to a lack of buy-in within the entire family.

The principal then met with the site leadership team and reviewed the outcomes of her meetings. The principal and the site leadership team decided to initiate the change process by addressing the homework concern. They knew that if they couldn't get students to come to school prepared and ready to learn every day all other efforts would be wasted. A plan was developed to make homework a priority for students, parents and teachers. This would be the expectation for all the stakeholders in the school, from staff to students and their families. The plan required students to complete all missing homework assignments before they could go home. In order to facilitate this requirement a substantive afterschool study program was implemented.

We soon discovered that we were completely unprepared to deal with the many issues associated with trying to implement a timely and directive intervention program on a school-wide basis. For example, we had no way to communicate with parents to let them know their sons or daughters had been assigned to attend an intervention that same day; we had no way to monitor attendance of students who did or did not show up; we had no system to follow up on truant students or even ensure that time in the intervention was used productively (e.g., few students would show up with their homework or textbooks). In addition, although we knew the students would not like the idea of having to stay after school whenever their homework was not turned in, we were caught completely off guard by the pushback we received from parents and teachers.

We assumed that most teachers and parents would appreciate the support we were trying provide those students who were falling behind in school. Instead, most of the teachers viewed the effort as a waste of their time (they believed students were too far behind for this support to do any good) and many parents viewed it is as an inconvenience (requiring parents to make alternative transportation arrangements) or felt sorry for students, viewing the support as punishment (e.g., detention). Over time, we were able to develop a six-step folder distribution system that ensured students would use their time productively in

the intervention (teachers were required to put missing assignments in the student's folder) and a parent notification system that allowed us to resolve most of their concerns.

Riding the Wave of GTM Success

GTM was developed at Granger Junior High School in 2003 and replicated in 2006 at National City Middle School. GTM has now been replicated at five schools in the Sweetwater Union High School District (SUHSD); Granger Junior High School (GJH), National City Middle School (NCM), Mar Vista High School (MVH), Bonita Vista Middle (BVM) and Castle Park Middle (CPM). Four of which, are the poorest schools in the district and have a high percentage of free and reduced lunch students (GJH 82%, NCM 91%, MVH 77%, CPM 88%). Both GJH and NCM schools experienced immediate, dramatic results, in their first year by meeting all AYP targets and being removed from Program Improvement status the following year.

Granger's API score improved 232 points in 10 years from 604 to 836 (27% to 62% Prof/Adv in ELA and 14% to 60% Prof/Adv in Math). Granger Junior High was able to raise the percent of proficient and advanced students with disabilities (SWD) from 10% to 39% Prof/Adv in ELA and 9% to 58% in Math. English Learners (EL's) improved their percentages from 30% to 52% Prof/Adv in ELA and 28% to 57% Math).

National City Middle School experienced a 172 point differential in 6 years from 645 to 817 (29% to 60% Prof/Adv in ELA and 38% to 52% Prof/Adv in Math) and raised proficiency for groups that typically underperform (SWD-2% to 36% Prof/Adv in ELA and 5% to 46% Prof/Adv in Math & EL's-28% to 59% Prof/Adv in ELA and 39% to 55% in Math).

Both GJH and NCM schools are ranked in the top five of over 100 similar schools in California (GJH: #2; NCM: #3) and have received state and national recognition (GJH-2010 and 2012 California Schools To Watch Taking Center Stage; 2012-13 National Urban Schools Award; NCM- 2011-12 National Urban Schools Award).

In 2010-11 GTM was replicated at Mar Vista High School which experienced a 41 point API jump, being the highest in the history of the school. Their SWD improved from 13% to 29% in ELA and 11% to 48% Prof/Adv in Math.

In 2011-12 both Bonita Vista Middle School (BVM) and Castle Park Middle School (CPM) implemented the GTM model and experienced the highest jump in each school's history (BVM: 46 API points; CPM 44 API points). In 2012-13 Bonita Vista Middle School received the California Distinguished School Award after using GTM for only 1 year.

During the first year of the implementation of the GTM model at CPM, scores have had dramatic improvements. Math proficiency increased from 32% Prof/Adv to 40% Prof/Adv. The student population scoring Prof/Adv in science improved from 66% Prof/Adv to 79% in just one year. Castle Park Middle School met all of its Adequate Yearly Progress Goals including both SWD and EL's subgroups during its first year of implementation of the GTM model (SWD-32% to 61% Prof/Adv in ELA & 29% to 40% Prof/Adv in Math).

The SYSTEM is the Solution

According to Jeffrey Pfieffer and Robert Sutton (2006), authors of The Knowing-Doing Gap: How Smart Companies Turn Knowledge Into Action, having an efficient and effective system is the key to turning around persistently low performing schools and achieving unprecedented success:

> "Wide-ranging research . . . shows it is impossible for even the most talented people to do competent, let alone brilliant, work in a flawed system. Yet a well-designed system filled with ordinary--but well-trained--people can consistently achieve stunning performance levels. We are convinced the problems of education are not caused by uncaring or incompetent educators, but rather by the ineffective systems in which they work." (p. 96)

The GTM-RTI system is a game-changer in education because it levels the playing field and puts ordinary teachers in a position to succeed with all students, including the most challenging and hardest to reach students – non learners (SWD, SED, EL) and intentional non-learners. There are two unique ways that GTM levels the playing field for teachers:

1. It helps to neutralize several important poverty related barriers that hinder learning for students in high poverty schools (irregular/inconsistent attendance, disruptive behavior, lack of effort/motivation, poor study habits, uninvolved parents)

2. It's an extremely teacher friendly system designed specifically to allow teachers to focus 100 percent of their time and effort on the two things that research shows produces the highest return on investment: quality instruction, timely and targeted tutoring.

Outside of writing a students' name on a manila folder, all of the substantial and time-consuming work associated with this comprehensive RTI model (contacting parents, relentlessly engaging students in need of extra support, following up with absent students, assigning consequences) is handled by the GTM Coordinator, not by teachers.

How GTM Works

The Granger Turnaround Model (GTM) is a school-wide, research-based, data driven RTI model built on four very specific principles of intervention (timely, targeted, directive, and systematic) and three core systems of academic excellence (Mandatory Attendance System, Mandatory Behavior System, Mandatory Academic Support System). These three systems of academic excellence are greater than the sum of their parts and together, synergistically, help neutralize many of the poverty related barriers that infect school campuses and get in the way of academic success.

An innovative six step folder distribution system allows a very complex program to run in a teacher friendly, reliable and systematic way. In addition, in order for GTM to be effective, the school must implement several important research-based best practices, including: Professional Learning Communities, Common Formative Assessment, Mastery Learning, Quality Instruction, and Timely Data Collection. Below is a more in depth look at each of the three GTM intervention systems:

- **Mandatory Attendance System**:
Irregular attendance and truancies are highly associated with dropping out of school and risky behaviors (drug/alcohol use, smoking, drugs, teen pregnancy, etc.). Regular attendance is essential for the success of all students, but especially for students who are one, two or three years behind in school and students who live in poverty. As such, student attendance is monitored closely by the GTM Attendance Intervention Specialist and immediate action is taken with each absence:

    Step 1: Daily phone call when absent.

    Step 2: All absences are encouraged to be made up at Saturday School.

    Step 3: Students with three absences are placed on a Dr. Note Contract (only a doctor can excuse an absence).

    Step 4: Students with 5 absences are placed on an attendance/behavior contract and assigned recurring Saturday School to clear absences. Failure to attend Saturday School results in PM (after school)'O class (2 PM'O classes for every missed Saturday School).

    Step 5: Students who break the agreement of the attendance/behavior contract are sent to the district Student Attendance Review Board (SARB) that is held at the local police department and thereafter placed on a SARB contract.

    Step 6: Students who break the SARB contract are referred to court and socially transferred to another school.

- **Mandatory Behavior System**:
Longitudinal studies on human development, and research on healthy families and effective schools, document that successful youth development is dependent on promoting and strengthening resilience—the ability to rise above adversity. One of the primary findings that emerge from the research about resilience includes the need for high expectations where people believe in the student's potential to achieve high standards.

The hard edge of resiliency is that students must be held accountable when they do not meet standards. When accountability is missing, the standards become meaningless. Students who choose to not do the right thing (misbehave or miss an assigned intervention) are immediately assigned PM'O (2.5 hour class where students get to reflect on their behavior and learn to make better choices). In order to ensure they attend PM'O as assigned, students are picked-up and escorted to the center at the end of the day:

    Step 1: Teachers send the students to office (one period only)

    Step 2: Parent Called/referral documented

    Step 3: Student name added to excel list

    Step 4: Excel list Posted on Staff News @ 2:30/5:30

    Step 5: Campus Assistant picks up students at end of the day

    Step 6: PM'O students escorted to PM O-RM

- **The Mandatory Academic Support System**:
  The mandatory academic support system is made of two programs: school-wide interventions and intensive interventions. School-wide interventions are intended for all students on campus while intensive interventions are reserved for the most at-risk students on campus (SED, SWD, English Learners, FBB/BB).

  The six-step folder system is the key to the program because it enables us to coordinate all of the various interventions in a consistent and systematic way. Students know which intervention to attend by the color of the folder they receive. Students who do not attend an intervention as assigned are required the 2.5 hour PM'O class the following day.

I.   **School-wide Interventions** are designed for all students based on need. Students flow in and out of these interventions based on their individual progress. Teachers use timely data (CFA's, Quarterlies, EOC's) and daily homework completion to identify students and assign interventions.

   1. **Academic Enrichment Center** (AEC): mandatory, same-day homework support. If students do not have their homework, they are required to stay in AEC and either have their homework provided to them through AEC tutors, or are given additional work relevant to their course of study. Students who do not complete their work in AEC must return every day until the work is completed.

   2. **Re-teaching/Re-testing**: all students are given a CFA in the core content areas every Friday. Students who score 70% or below are required to attend an after school Re-teaching/Retesting session the following week (each department. is assigned a day). All sessions end with a CFA. This data is then posted for all staff.

   3. **Saturday Extended Learning Program** (SELP): SELP is comprised of Saturday Academies (4 hour Re-teaching/Re-testing), Saturday School (attendance recovery) and Intensive Interventions.

   4. **Quarterly/EOC Intervention Plan**: Teachers create 10 question CFA's based on the district's quarterly and EOC exams. The first two days following fall or spring break teachers will review the material on their self-created CFA's and administer this test. Students who score 70% or below are required to attend a Saturday Academy session with their own teacher. The core departments are assigned corresponding Saturdays. Every teacher is required to participate.

II. **Intensive Interventions** are designed for the most at-risk students, including students with very low skills, language difficulties, intentional non learners and/or those who have not shown improvement in school-wide interventions.

   1. **Rising Stars**: 2 or more F's; 4 days per week 3:00-5:00 pm

   2. **Shooting Stars**: English Learners (ELs) with 2.0 or less; 2 days per week 3:00-5:00 pm

   3. **Shining Stars**: Special Education students with 2.0 or less; 2 days per week 3:00-5:00 pm

   4. **Math 7 All Stars**: Far Below Basics (FBB), Below Basics (BB) 7th graders; 2 Saturdays per month 8:00-12:00 pm

5. **Achieve 3000 All Stars**: Far Below Basics (FBB), Below Basics (BB) 7th & 8th graders; 2 Saturdays per month 8:00-12:00 pm

6. **ELD Intervention**: 25 English Language Development (ELD) students; 2 days per week 3:00-5:00 pm and 2 Saturdays per month 8:00-12:00 pm

III. **Six-Step Folder Distribution System** is the operating system that allows for a school-wide, targeted, timely intervention program to run in a reliable, consistent and systematic manner.

Step 1: Folder prepared by Teacher (student/teacher name and HW assignment)

Step 2: Folders are placed in AEC BOX

Step 3: Daily list is prepared

Step 4: Folders are sorted

Step 5: Folders are distributed to students

Step 6: Students are released to AEC (AEC Bell)

Laying the groundwork for GTM

Creating effective intervention and enrichment systems must be part of a larger cultural transformation of a school. Many educators fail to understand the comprehensive paradigm shift that must occur. Those who regard creating a system of intervention and enrichment as a task to accomplish, or as a mere addendum to their existing practices, will not have significant impact on student achievement. Furthermore, if educators merely focus on creating systems of intervention without also addressing strategies to improve the professional practice of teachers individually and collectively, it is unlikely that GTM's system of academic excellence will have the desired effect on student achievement. GTM will not have as positive impact on student achievement if educators:

● View it as a program to be added to the existing traditional structure and culture

● Regard it as a Special Education or English Language Learner issue

● Approach it with a sense of compliance rather than a spirit of commitment

● Cling to the assumption that their job is to teach and the student's job is to learn

● Continue to regard the primary purpose of assessment as assigning grades to assist in the sorting and selecting of students into groups of achievers and non-achievers

GTM and Professional Learning Communities

GTM has the potential to help transform school cultures if the educators within schools embrace the following core idea of a professional learning community:

● A commitment to high levels of learning for all students

- The fundamental purpose of our schools is to ensure all students learn at high levels.

- The future success of students depends on how effective we are in achieving that fundamental purpose. There must be no ambiguity or hedging regarding our commitment to learning. We align all practices, procedures, and policies in light of that fundamental purpose. The following four critical questions should drive the work of all PLCs:

Question 1:   **What do we want our students to learn?**

- Common Core; Power Standards (Reeves: Endurance, Leverage, Readiness)

- Authentic Literacy: Purposeful Reading, writing and talking (Focus: Schmoker)

    Read to infer, interpret, draw conclusions
    Support arguments with evidence
    Resolve conflicting views
    Solve complex problems

Question 2:   **How will we know if each student is learning each of the skills, concepts, and dispositions we have deemed essential?**

- Weekly CFAs in all core subjects

- District Quarterly Benchmarks

Question 3:   **What happens in our school when a student does not learn?**

- The Granger Turn Around Model
    School-wide Interventions (all students)
        - Mandatory Academic Enrichment Center (Homework)
        - Mandatory Re-teaching/Re-testing
        - Mandatory Saturday Extended Learning Program (SELP)
        - Mandatory Quarterly/EOC Intervention Plan

    Intensive Interventions (at-risk students: SED, SWD, 2 F's, EL etc)
        - Rising Stars (2 F's)
        - Shining Stars (EL below 2.0)
        - Shooting Stars (Spec Ed below 2.0)
        - Math All Stars (100 FBB, BB in Math)
        - ELA All Stars (100 FBB, BB in ELA)
        - ELD All Stars (ELD students)

Question 4:   **What happens in our school when students already Proficient?**

- 7 Strategies to Enrich and Extend Learning for Proficient Students (Richard DuFour and Robert Marzano)

Can the GTM System Foster Hope and Boost Teacher Morale?

In the book, "*Raising The Bar and Closing The Gap: Whatever It Takes,*" the authors describe how teachers who work in schools with ineffective systems that struggle to meet the diverse needs of their students can easily fall victim to hopelessness, despair and a lack of self-efficacy. Organizations can, however, foster hope, optimism, and collective self-efficacy when they create a system that puts people in the position to achieve success (Dufour, Dufour, Eaker, & Karhanek, 2010). Additionally, the authors referenced Rosabeth Moss Kanter work, stating that these are the pathologies that prevent people and organizations from solving problems and improving situations ("*Confidence,*" 2004). In the GTM system, teachers are put in a position to achieve success with students and this fosters a viral spirit of hope, optimism, achievement and success that spreads from teacher to teacher.

How does GTM Foster a Growth Mindset?

Professor Carol Dweck at Stanford University argues that student belief systems, or mindsets, play a major role in determining students' level of academic motivation and persistence at learning tasks. With a Fixed Mindset students believe that their intelligence is fixed, and that success is the result of previously existing talent. They demonstrate little effort or persistence at challenging tasks. They give up easily and are hesitant to engage in any new learning task that appears to be difficult.

Students with a Growth Mindset believe that their "intelligence" and capacities can be improved through commitment and hard work. They understand that their brain is like a muscle and that they need to work their brain out in order to become smarter. As a result of their belief system, they are motivated, resilient and persist through new challenges.

These mindsets are especially important when students are facing new challenges like starting junior high or high school:

> "We measured students' mindsets...then we followed them for the next two years...{as} the work gets much harder, the grading policies toughen up, the teaching becomes less personalized...grades suffer, but not everyone's grades suffer equally. In our study, only the students with the fixed mindset showed the decline. They showed an immediate drop-off in grades and slowly but surely did worse over the two years. The students with the Growth Mindset showed an increase in their grades over the next two years."
>
> —-Carol Dweck

GTM is built on the concept of the Growth Mindsets, and provides structured support (timely, targeted, directive and systematic) and daily encouragement to leverage a Growth Mindset to achieve better results in school. GTM allows us to change a student's mindset through a series of successes.

What do GTM and McDonald's have in Common?

Ray Kroc revolutionized the American restaurant industry by imposing discipline on the production of hamburgers, french fries, and milk shakes. By developing a sophisticated operating and delivery system, he insured that the french fries customers purchased in Topeka would be the same quality as those purchased in New York City. Similarly, GTM can revolutionize education by closing the achievement gap one school at a time.

The six-step folder system is the operating system that allows a very complex system to function in a timely, targeted, directive and systemic manner. The three mandatory systems of intervention, attitude of a winner philosophy, and six-step folder systems that comprise GTM are greater than the sum of their individual parts and work together to synergistically neutralize key poverty related barriers to academic success. By developing a sophisticated operating and delivery system (six-step folder distribution system), GTM can insure that students who face great adversity in Topeka, as well as in New York City, will receive timely, targeted, directive academic support and multiple opportunities to demonstrate mastery instead of leaving it up to the discretion of the individual teacher.

GTM's secret sauce – Attitude of a Winner Philosophy

The Attitude of a Winner philosophy is an integrative, principle-based, inside-out, no excuses, failure is not an option, whatever it takes, resilience-building philosophy that views students from a perspective of strength, not weakness. In the Granger Turnaround Model students are viewed as capable, not broken.

This philosophy was developed from various schools of thought including but not limited to Health Realization Psychology (HR), Positive Psychology, Sports Psychology and Behaviorism. At a very fundamental level, we believe that education is the great equalizer, the Civil Rights issue of the 21st century and that it is our social responsibility to close this gap and get kids to graduate from college.

Along these lines, we believe that poverty is not a destiny, and with the right instruction and support great schools, Principals, and teachers can neutralize barriers to success.

- Students do not have the right to fail
- Students must be willing to work hard
- Students must be willing to do whatever it takes to ensure their success in school

We believe every student has the ability to discover and re-kindle their natural health, wisdom and resiliency (Health Realization Psychology; Kelley, 2003) and use these natural assets to overcome adversity and succeed in school. We teach students that achieving success in school and life boils down to accepting responsibility for our lives (no finger pointing, feeling sorry for ourselves, or blaming others) and the consistent, daily practice of simple fundamentals.

In addition, we teach students that having a positive attitude (Positive Psychology; Seligman, 2000) and good character (performance: effort, grit, fortitude, perseverance, determination; moral: fairness, integrity) are the keys to success. Students are taught that competition is a good thing and encouraged to compete against themselves (achieve their personal best, and as part of a team taught collaborative competition). Finally, to motivate our students we use a heavy dose of student incentives, rewards and recognition, token economy, contingency contracts and positive discipline (Behaviorism; Roberts, 1975).

GTM the "Tenth Fleet" of Public Education

In the book "Outliers," Malcolm Gladwell provides a wonderful example of the power of good systems through a story about the Navy's difficulties with German U-boats during the Second World War (2008). The Navy was suffering catastrophic losses and having ships sunk almost at will by German U-bouts operating outside of the Atlantic coast and in the Caribbean. On the other side of the Atlantic, the British were having much more success defending themselves from the U-boat attacks.

The puzzling aspect of this story was that the British had eagerly given the Americans all the secrets for British success in defense against German U-boats, but the Germans kept picking apart the Navy ships almost at will. It wasn't a lack of talent as the Navy had "plenty of talent at the top". What it didn't have "was the right kind of organization." The Navy lacked the organizational structure necessary to apply the technical knowledge it did possess. The British, on the other hand, had a "**central operational system**."

The situation changed for the Navy when it finally set up the Tenth Fleet—a single unit to coordinate all the information it was receiving from its analysts and the British. "The creation of the Tenth Fleet did not bring more talented individuals into the field at ASW—anti submarine warfare—than had previous organizations. What Tenth Fleet did allow by virtue of its organization and mandate, was for these individuals to become far more effective than previously. Gladwell writes "The talent myth assumes that people make the organization smart. More often than not, it's the other way around."

Like the Tenth Fleet, GTM is the "**central operating system**" that allows teachers to be significantly more effective than they otherwise would be through the deployment of an organized, supportive system. This success breeds more success and a positive spiral of hope, optimism and collective self-efficacy develops that takes shape in the hearts and minds of teachers and students. As is the rule with social epidemics, this new "attitude" reaches a critical mass of students and teachers, rapidly "tipping" the school culture into one of achievement and success.

GTM – A Philosophy-Driven Model

According to Jeffrey Pfeffer and Robert I. Sutton, *The Knowing-Doing Gap,* the importance of philosophy is a theme some of our nation's most profitable companies value above all else. Companies aspiring to achieve the success of corporations like Toyota, Honda, Starbucks International and Men's Warehouse frequently try to replicate what such companies have done—the explicit practices and policies—without maintaining the underlying philosophy.

These inspirational companies are far less likely to be as successful as those they are attempting to emulate. For example, even though the details of Toyota's Production System (TPS) have been described in numerous books, and despite the fact that Toyota gives tours of its manufacturing facilities, other automobile companies struggle to replicate TPS because "the TPS techniques that visitors see on their tours (e.g. kanban cards, andon cords, and quality circles) represent the surface of TPS but not its soul".

A similar perspective is evident within a study examining how Honda creates lean suppliers. According to Honda engineer Rick Mayo, "We are a philosophy-driven company . . . Honda felt it was easier to teach the technical knowledge associated with a different product or process technology than to find a technically-capable supplier (possessing the combination of risk-taking attitude, motivation to improve,

responsiveness to future needs, and overall competence that is valued so highly." Similar to Toyota and Honda, GTM is a philosophy-driven RTI model, our philosophy being one of having the attitude of a winner, (dream big, working hard, believe in yourself, and never ever giving up). Attempting to replicate the interventions—the what, without first learning the philosophy – the why, will likely lead to failure.

Is it Replicable and Sustainable?

Each of the three core academic systems of excellence is comprised of six simple steps to follow. This allows the program to be easily replicated by any staff member or school system choosing to adopt GTM as their model of intervention. Categorical funding (Title 1, SCE) allows districts to partner with Community-Based Organizations (CBOs) to leverage resources and expertise. GTM has been replicated at five schools GJH, NCM, MVH, BVM, and CPM. In each instance GTM has produced immediate, dramatic results. Finally, while the system is designed to serve all students, typically the most underachieving and at-risk students (SWD, SEC, Hispanic/African American, Basic, BB, FBB) are serviced the most. As such, multiple funding sources can be used to sustain GTM over time.

Conclusion

The Granger Turnaround Model is a game changer in education because it offers a replicable, sustainable, solution to one of the greatest problems facing our nation and its future: equitable opportunity in education. With the nation's landscape continuing to change and cities maintaining majority minority communities, the cycle of perpetual poverty must be broken through educational attainment and achievement (Census, 2012). The Granger Turnaround Model has proven that high poverty, inner-city schools can dramatically improve student achievement by creating school cultures of universal achievement and success. The time has come to act. Placing yet another generation at risk because adults failed to act is unacceptable. In the end, it is morally irresponsible; it is unacceptable. GTM is an easily executable intervention program that has empirically demonstrated dramatic immediate results and is packaged for seamless utilization in districts throughout the United States.

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http://vimeo.com/channels/cpm

GRANGER TURN AROUND MODEL

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                          │   SCHOOL     │
                          └──────┬───────┘
          ┌──────────────────────┼──────────────────────┐
    ┌───────────┐          ┌───────────┐          ┌───────────┐
    │ Attendance│          │  Academic │          │  Behavior │
    └───────────┘          └─────┬─────┘          └───────────┘
                           ┌───────────┐
                           │ Data Coach│
                           └─────┬─────┘
            ┌────────────────────┴────────────────────┐
  ┌─────────────────────────┐            ┌─────────────────────────┐
  │ School-wide Intervention│            │  Intensive Interventions│
  └─────────────────────────┘            └─────────────────────────┘
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School-wide Intervention
- Opportunity Room "O"
- Academic Enrichment Center (AEC)
- Reteach
- Saturday Extended Learning Program (SELP)

Intensive Interventions
- Rising Stars
- Shooting Stars
- Shining Stars
- All Stars
- English Language Development (ELD)