

# SENATE NO. 296

## **AN ACT** ESTABLISHING A PLAN TO TURN AROUND UNDERPERFORMING SCHOOLS IN THE COMMONWEALTH

*Be it enacted by the Senate and House of Representatives in General Court assembled,  
And by the authority of the same, as follows:*

1 SECTION 1. Sections 1J and 1K of chapter 69 of the General Laws are hereby repealed.

2 SECTION 2. The General Laws are hereby amended by inserting after chapter 69 the  
3 following chapter:-

4 CHAPTER 69A.

5 COMMONWEALTH TURNAROUND NETWORK.

6 Section 1. As used in this chapter, the following words shall have the following meanings,  
7 unless the context requires otherwise:

8 “AYP”, annual yearly progress, toward proficiency, as determined by an index set by the  
9 department of education.

10 “Chronically Underperforming School” a school that chronically fails to improve the academic  
11 performance of its students in accordance with regulations promulgated by the commissioner.

12 “Commissioner”, the commissioner of education.

13 “Commonwealth Pilot Schools” aka “Co-Pilots”; commonwealth priority schools which have  
14 chosen, with the support of district and school administrators and teachers associations, to re-  
15 establish themselves using the pilot model as a means to turn around their underperformance.

16 “CTN”, the commonwealth turnaround network composed of priority schools, underperforming  
17 schools and Commonwealth Pilot schools

18 “Department”, the department of education.

19 “EMAC”, the educational management audit council.

20 “Intervention school”, a school which: is an under-performing school; appears on the federal  
21 corrective action list; has 35 to 50 per cent students failing mathematics or English language  
22 arts in any single grade for 2 or more years; or has been voluntarily placed by a district in order  
23 to receive resources and assistance necessary to implement a rapid improvement plan;

24 “LEA”, Local Education Authority; schools grouped together, as in a district, for purposes such  
25 as AYP (annual yearly progress) determination.

26 “MTAP”, the Massachusetts Turnaround Academy Program, a collaboration between a  
27 graduate school of business administration and a school of education to provide under contract  
28 an executive education program designed to produce a cadre of experts to lead turnaround  
29 processes.

30 “OATA”, the office of accountability and targeted assistance.

31 “Turnaround partner”, an entity assisting an underperforming or priority school, including, but  
32 not limited to an education institution, a profit or non-profit agency, a coach, a school  
33 superintendent, a school principal, a turnaround specialist, an education management  
34 organization or a teachers union.

35 “Turnaround School” a low performing school in need of improvement, i.e. a Commonwealth  
36 Priority School, Chronically Underperforming School, or Co-Pilot School.

37 “Priority School”, a school which is: underperforming or chronically underperforming; appears  
38 on the federal restructuring or corrective action list determined by the No Child Left Behind  
39 Act; has 50 per cent or more students failing or getting warnings in mathematics or English  
40 language arts MCAS in any grade for 2 or more consecutive years; or has been voluntarily

41 placed by a district of an intervention school to gain additional resources and assistance to  
42 implement a rapid improvement plan.

43 “Underperforming school”, a school that consistently fails to improve the academic  
44 performance of its students in accordance with regulations promulgated by the commissioner.

45 Section 2. (a) There shall be a commonwealth turnaround network, as defined in section 1,  
46 within the department and under the commissioner, sharing or incorporating functions of  
47 OATA. OATA shall provide resources and expertise to CTN and shall continue to be  
48 responsible for school performance reviews and also providing assistance to schools outside  
49 CTN.

50 CTN and OATA shall collaborate to ensure that districts have the capacity to make  
51 appropriate choices for intervention schools and are prepared to sustain turnaround schools that  
52 have left the stewardship of CTN.

53 (b) It shall be the responsibility of CTN to: (1) provide the support, focus, resources and powers  
54 necessary for successful intervention in Commonwealth Priority Schools, Chronically  
55 Underperforming Schools, and Co-Pilot Schools; (2) identify and use models of change by  
56 school district to introduce necessary reforms; (3) establish regional areas for providing  
57 services such as professional development and data analysis to local districts; and (4)  
58 negotiating alternative bargaining contracts on behalf of schools within CTN in accordance with  
59 federal regulations for schools designated as in restructuring.

60 (c) The department shall foster the development of a network of experienced individuals and  
61 organizations that can act as lead turnaround partners and who have successfully completed the  
62 requirements of the Massachusetts turnaround academy program.

63 In addition, the department shall recruit effective school administrators to join with graduates of  
64 the academy to provide expertise in high-need/high-impact areas such as data analysis, content  
65 coaching and budget management.

66 Talented individuals recruited by the department as turnaround leaders shall be offered an  
67 option to become turnaround partners in CTN, either as full-time employees or while on leave  
68 or sabbatical from district or school administrative positions, while still retaining tenure in the  
69 state retirement system.

70 Section 3. (a) CTN shall be managed by an executive director selected by the commissioner in  
71 collaboration with entities experienced in and active in educational reform. The executive  
72 director shall report to the commissioner and shall be the liaison with partner districts and shall  
73 be a participant, with district, school and teacher leadership and the commissioner, in deciding  
74 turnaround strategies for schools meeting the criteria for inclusion in CTN.

75 (b) The executive director may appoint a chief budget officer, a director of curriculum and  
76 instruction, an English language arts and humanities specialist, a mathematics and science  
77 specialist, a director of human resources and professional development, a director of assessment  
78 and data analysis, liaisons to Commonwealth Priority Schools, Chronically Underperforming  
79 Schools, and Co-Pilot Schools and turnaround partners and an administrative assistant, and such  
80 other staff as is deemed appropriate and important, within the budget provided for the network's  
81 work.

82 Section 4. Notwithstanding any general or special law to the contrary, the superintendent of a  
83 district with Commonwealth Priority Schools, Chronically Underperforming Schools, or Co-  
84 Pilot Schools shall have the power to make changes necessary to significantly improve the

85 performance of the schools in CTN, consistent with CTN bargaining agreements which shall  
86 include power:

- 87 (1) to assign and organize teacher and administrator positions and schedules based on  
88 student need;
- 89 (2) to obtain resources and outside partners required to improve teacher and administrator  
90 capabilities;
- 91 (3) to extend the school day to provide more academic time for students, and common  
92 planning time and professional development opportunities for teachers and to acquire the  
93 resources necessary to accomplish the same;
- 94 (4) to obtain resources necessary to compensate staff for these expanded roles, including  
95 differential pay for teaching in challenging conditions and high-need curriculum areas and for  
96 assuming new leadership responsibilities; and
- 97 (5) to acquire resources necessary to create social support systems focused on diagnostics,  
98 treatment and remediation; the bargaining flexibility to staff this work with appropriate clinical  
99 personnel; and the creation of effective alternative programs for students requiring special  
100 attention.

101 Section 5. (a) Under the terms of the special collective bargaining agreement, and in  
102 consultation with a turnaround partner selected by the superintendent, school leadership and the  
103 executive director of CTN, the superintendents of the home district of Commonwealth Priority  
104 Schools, Chronically Underperforming Schools, or Co-Pilot Schools shall adopt clear, rigorous  
105 performance expectations for raising the level of student achievement at the school. Said plan  
106 shall describe the changes in the district's or school's existing policies, structures, agreements,  
107 processes, and practices necessary to ensure significant achievement gains for all students

108 enrolled in the school. All plans shall include the following elements, or a compelling rationale  
109 for alternative approaches designed to achieve comparable or superior results:

110 1) The school's principal has authority to select and assign staff to positions in the school  
111 without regard to seniority;

112 2) The school's principal has control over financial resources necessary to successfully  
113 implement the school improvement plan;

114 3) The school is implementing curricula that are aligned to state frameworks in core  
115 academic subjects;

116 4) The school implements systematically a program of interim assessments (4-6 times per  
117 year) in English language arts and math that are aligned to school curriculum and state  
118 frameworks;

119 5) The school has a system to provide detailed tracking and analysis of assessment results  
120 and uses those results to inform curriculum, instruction and individual interventions;

121 6) The school schedule for student learning provides adequate time on a daily and weekly  
122 basis for the delivery of instruction and provision of individualized support as needed in English  
123 language arts and math, which for students not yet proficient is presumed to be at least 90  
124 minutes per day in each subject;

125 7) The school provides daily after-school tutoring and homework help for students who  
126 need supplemental instruction and focused work on skill development;

127 8) The school has a least two full-time subject-area coaches, one each for English language  
128 arts/reading and for mathematics, who are responsible to provide faculty at the school with  
129 consistent classroom observation and feedback on the quality and effectiveness of curriculum  
130 delivery, instructional practice, and data use;

131 9) School administrators periodically evaluate faculty, including direct evaluation of  
132 applicable content knowledge and annual evaluation of overall performance tied in part to solid  
133 growth in student learning and commitment to the school's culture, educational model, and  
134 improvement strategy;

135 10) The weekly and annual work schedule for teachers provides adequate time for regular,  
136 frequent, department and/or grade-level faculty meetings to discuss individual student progress,  
137 curriculum issues, instructional practice, and school-wide improvement efforts, which as a  
138 general rule shall be no less than one hour per week of leadership directed collaborative work  
139 time and no fewer than 5 days, or hours equivalent thereto, per year when teachers are not  
140 responsible for supervising or teaching students for professional development and planning  
141 activities directed by school leaders.

142 Section 6. (a) Upon Commonwealth Priority School, Chronically Underperforming School, or  
143 Co-Pilot School status determination, each school shall be appointed one lead turnaround  
144 partner who will be accountable for the improvement of that school. The partner shall be chosen  
145 by the superintendent of the home district for each school in collaboration with the executive  
146 director of CTN, based upon the needs of that school and any evaluations or reviews already  
147 conducted by the department or EMAC.

148 (b) The turnaround partner, under the joint supervision of CTN and the school's home district,  
149 will assist the district and school leadership with the development of the school's improvement  
150 plan, assemble additional turnaround providers and personnel as needed, and provide other  
151 assistance as appropriate, including designing a revised budget, developing a new school  
152 schedule and revised school calendar, advising in the purchase of curricular materials, and  
153 collaborating with the principal to recruit, dismiss, and assign staff as required.

154 Section 7. (a) Commonwealth Priority Schools, Chronically Underperforming Schools, or Co-  
155 Pilot Schools and their home districts shall employ the following processes and powers to seek  
156 rapid, significant improvement in academic achievement by students attending these schools:

157 (1) Upon turnaround determination a school will be automatically entered into partnership  
158 with CTN. The assigned turnaround partner shall work with the school's district superintendent  
159 and, as appropriate, the principal and school leadership team, to present to the CTN  
160 administration a remedial plan by October 1 of the school year in which the school has been  
161 given turnaround status. The plan shall set forth specific goals for improvement, specific means  
162 for attaining the goals, and a timetable, not to exceed 24 months, for carrying out the plan. The  
163 plan shall be subject to the approval of the executive director of CTN. During the period of  
164 implementation, the department and CTN shall provide the school with technical assistance, and  
165 with adequate funds expended with the approval of the CTN for the implementation of the  
166 turnaround plan.

167 (2) The collective bargaining unit of each Commonwealth Priority School, Chronically  
168 Underperforming School, or Co-Pilot School shall create an addendum to the agreement in  
169 effect at said school, which will cover the special circumstances of the improvement plan for  
170 each CTN school. This addendum agreement shall allow for the implementation of longer  
171 school days, a longer school week or year, incentive pay, performance bonuses, and hiring,  
172 dismissals, and/or transferring as necessary. Teachers choosing to remain on staff in turnaround  
173 schools shall benefit and be subject to the rules of this additional CTN bargaining agreement  
174 during the school's tenure in the Commonwealth Turnaround Network. These agreements  
175 collectively bargained by the district, CTN, and established teachers' unions shall only pertain  
176 to those work rules that are specific to the schools in the CTN. Members of bargaining units will

177 not lose seniority, benefits, or placement on salary scales bargained by district locals and will  
178 continue to accrue benefits as stipulated under those contracts while they work in CTN-  
179 supported schools. These collective bargaining agreements and teachers' participation in the  
180 CTN unit will remain in effect for the duration of a school's participation in the CTN. Upon  
181 exiting the CTN, teachers then on staff in the school shall vote on keeping the package of  
182 reforms introduced by the CTN intact in the school, or to revert to pre-CTN rules. A simple  
183 majority vote shall be required to keep changes intact, or to revert to earlier rules. School  
184 committees, superintendents and local union leaders may also arrange to negotiate particularly  
185 successful contractual elements from CTN models in their district-wide agreements.

186 (3) The principal of the school may be removed upon Commonwealth Priority School,  
187 Chronically Underperforming School, or Co-Pilot School designation at the superintendent's  
188 discretion, in consultation with the turnaround partner.

189 (4) In order to recruit and retain highly qualified staff, and in accordance with the collective  
190 bargaining agreement in place for the CTN, the department shall make available funds to permit  
191 the superintendent to increase the salary of any principal, administrator, or teacher assigned to  
192 the turnaround school by not more than 20 per cent of his currently bargained salary. Salary  
193 increases shall be based on working additional hours as part of a longer-day or longer-year  
194 schedule and increased leadership responsibilities in the turnaround school.

195 (5) If the school does not receive funding from the district at least equal to the average per pupil  
196 funding received for students of the same classification and grade level in the district, the  
197 district shall provide additional monies sufficient to bring funding for that school to that level.

198 (b) The district, in conjunction with the CTN and the turnaround partner at each school, may  
199 also implement at any Commonwealth Priority School, Chronically Underperforming School, or

200 Co-Pilot School one of the following alternative governance arrangements (as articulated by  
201 federal No Child Left Behind legislation for chronically underperforming schools), but which  
202 shall be mandatory if the school fails to reach its improvement goals after three years:

- 203 (1) Restructuring or reconstitution of the school's governance arrangement;
- 204 (2) Entrance into a contract with an entity, such as a private management company,  
205 turnaround team, coach, or other appropriate entity, as long as the entity has a demonstrated  
206 record of effectiveness to operate or assist the school;
- 207 (3) Immediate closure and reopening of the school as a Horace Mann charter school;
- 208 (4) Closure of the school and dispersal of students to other district schools, provided there is  
209 space available.

210 Section 8. Through the use of the powers and the resources granted under this chapter, each  
211 Commonwealth Priority School, Chronically Underperforming School, or Co-Pilot School shall  
212 implement a turnaround initiative drawing from the following strategies to improve academic  
213 achievement by its students:

- 214 (1) lengthen the school day and/or year, in accordance with the CTN collective bargaining  
215 agreement;
- 216 (2) participate in strategic planning as an entire staff;
- 217 (3) create vertical and grade-level leadership teams to promote distributed leadership and  
218 strong participation by teachers in the reform process, and provide the time, compensation, and  
219 support necessary for those teams to work effectively;
- 220 (4) create career ladders for teaching and administrative staff;
- 221 (5) offer remediation and tutoring programs for students needing extra help;

222 (6) provide training and support to teachers and administrators in the effective use of  
223 performance data, in particular for formative and value-added purposes;  
224 (7) provide mandatory professional development, including the creation of individualized  
225 professional development plans for each teacher; professional development requirements may  
226 be increased by up to an additional 50 hours per school year, at least 35 hours of which would  
227 occur during the school day as in-classroom, subject-specific content coaching/modeling.

228 Additionally, Commonwealth Priority Schools, Chronically Underperforming Schools, or Co-  
229 Pilot Schools may contract with school improvement providers, with the joint approval of the  
230 superintendent, turnaround partner, and CTN with options that include contracting for the  
231 services of a turnaround principal, a turnaround team, or a proven, field-tested change model  
232 sponsored by an institution of higher education, a for- or not-for-profit organization, or a  
233 teachers union.

234 Section 9. (a) CTN financial and technical resources devoted to turnaround schools shall have  
235 a secondary purpose: encouraging improvement at the district level, as appropriate, as well as in  
236 other schools not associated with CTN within that district.

237 (b) CTN and OATA resources shall assist superintendents, working with turnaround partners  
238 and intervention support specialists, to analyze and, where appropriate, incorporate effective-  
239 practice strategies implemented at Commonwealth Priority Schools, Chronically  
240 Underperforming Schools, or Co-Pilot Schools into wider district practice. The support may  
241 include leadership development and provision of specialists in areas of demonstrated need at the  
242 district level. School committees, superintendents and local union leaders may also negotiate  
243 particularly successful contractual elements from CTN models clearly contributing to increases  
244 in student achievement in turnaround or intervention schools in their districtwide agreements.

245 (c) The CTN shall take an active role assisting districts that have been designated as  
246 underperforming districts by EMAC. .

247 Section 10. Districts with a Commonwealth Priority School, Chronically Underperforming  
248 School, or Co-Pilot School in the CTN shall form a district-wide advisory board, in  
249 consultation with and approval of the CTN, of 7 members: 2 of whom shall be teachers in CTN  
250 schools; 1 of whom shall be a principal; 1 of whom shall be a parent of a student in a  
251 turnaround school in the district; 1 of whom shall be a community member; 1 of whom shall be  
252 a representative from a higher education institution or non-profit education organization with  
253 reform experience; and 1 of whom shall be a representative appointed by the department. The  
254 advisory board members shall receive training from the CTN office. While its role shall be  
255 strictly advisory, the board shall serve as a liaison between the school and the community, the  
256 local school committee, and the district office.

257 Section 11. (a) A Commonwealth Priority School or Chronically Underperforming School  
258 shall remain in the CTN for 5 years. While a turnaround school should be able to demonstrate  
259 significant improvement in 3 years, the additional 2 years of affiliation with CTN will allow for  
260 cultural and structural change to take root in a Commonwealth Priority School or Chronically  
261 Underperforming School experiencing success in the CTN. A turnaround school that has not  
262 seen significant improvement in the first 3 years of CTN participation, as determined by  
263 performance benchmarks set upon entering CTN, shall be eligible for takeover by the  
264 commonwealth, reconstitution, or closure, as described above. For a turnaround school  
265 considered to have shown improvement based on the benchmarks, 4- and/or 5-year performance  
266 reviews shall be conducted by the CTN to prepare the school for a full return to its home  
267 district.

268 (b) The staff of the turnaround school shall by majority vote on keeping the package of reforms  
269 introduced by the CTN intact in the school, or reverting to pre-CTC membership rules. If  
270 lengthened time-on-learning or professional development requirements remain in place, the  
271 salary increases associated with those requirements shall also remain in place; otherwise,  
272 salaries shall revert to pre-CTN salary scales plus the annual cost of living or step changes the  
273 teachers would have received in non-CTN district schools.

274 (c) If performance benchmarks are met at the end of a turnaround school's 5-year partnership  
275 with the CTN, and schools are continuing with CTN reforms, school districts shall commit to  
276 funding 50 per cent of the overall annual cost of reforms that had been in place in the school's  
277 final year in the CTN for 2 years, including extra compensation costs to pay for extended time,  
278 in order to maintain improvements. A district may apply to a separate, chapter 70-supported  
279 fund for assistance with the costs.

280 Section 12. (a) A common funding formula shall be developed that establishes proportional  
281 funding for each turnaround school, based on its student enrollment. The formula shall provide  
282 support, based on an established student teacher ratio and the current pay scale in that district,  
283 for additional costs incurred in meeting an extended day or year, according to the specifics of  
284 each school's plan. In addition, each turnaround school shall receive a funding allotment to  
285 support additional staff as required by the plan, including but not limited to, curriculum and  
286 instruction experts, budget and finance consultants, data analysis expert, math or English  
287 language arts content coaches, or leadership development coach. Additional funds provided by  
288 the department may be used for curricular materials including but not limited to textbooks,  
289 supplementary materials, assessments and assessment systems. Funding shall also support  
290 additional professional development, as specified by the school's turnaround plan.

291 Such funds shall be made available through the CTN for each participating school, overseen by  
292 the CTN budget director to ensure that schools meet appropriate spending requirements, that the  
293 money is spent directly at the school level, and that all investments are directly related to  
294 improving student achievement. The principal and superintendent will work with the CTN  
295 administration and budget director to make appropriate budget decisions as part of the  
296 turnaround planning process.

297 Ordinary school expenses and improvement activities typical in other district schools, such as  
298 professional development, shall continue to be drawn from the regular district budget.

299 Turnaround school funding from the department may not be used to supplant other funding that  
300 would normally have been directed to these schools.

301 (b) Subject to appropriation, an additional \$5,000,000 will fund the office and support services  
302 offered by the CTN in its first year, within the department's budget, with yearly review to  
303 ensure that the budget is sufficient to support potentially increasing levels of assistance provided  
304 to an increasing number of turnaround and intervention schools. The CTN will be responsible  
305 for paying for non-school based staff, recruiting all CTN personnel, providing training and on-  
306 going professional development of CTN personnel, external evaluation of CTN work, research  
307 and publication of lessons learned and promising practices, and maintaining regional offices and  
308 support staff as necessary.

309 In addition, Commonwealth Priority Schools, Chronically Underperforming Schools, and Co-  
310 Pilot Schools shall be eligible for a percentage of a separate fund of targeted monies, obtained  
311 through Chapter 70, in proportion to the number of failing students they serve, for use for  
312 specific reform strategies, as long as their home districts provide a local match for this state  
313 funding and it is used to support the core strategies in their turnaround or intervention plan.

314 Section 13. (a) All teachers who work in a Commonwealth Priority School, Chronically  
315 Underperforming School, or Co-Pilot School shall have the right, through their collective  
316 bargaining unit, to negotiate an addendum agreement pertaining to the special circumstances  
317 and conditions of working in a Commonwealth Priority School, Chronically Underperforming  
318 School, or Co-Pilot School. Collectively bargaining such side agreements shall be the  
319 responsibility of representatives from the Massachusetts Federation of Teachers and the  
320 Massachusetts Teachers Association (including the heads of local teachers associations in  
321 districts with schools in the CTN), the executive director of CTN and the commissioner of  
322 education or their designees.

323 (b) While the details of the additional agreements are left to the bargaining entities, the  
324 following guidelines shall be negotiated by the parties:

325 (1) how to support staff at the designated schools to work the longer school schedule which  
326 may have been implemented for turnaround or intervention schools, in return for a  
327 commensurate, percentage-basis salary increase across the board, taking into account the  
328 district's current salary schedule;

329 (2) whether a common evaluation procedure and protocol shall be agreed to (if so, all  
330 administrators with managerial responsibility shall receive training on the implementation of  
331 this evaluation process);

332 (3) whether or not determinations for unacceptable performance by faculty members shall  
333 be made according to a uniform system which shall include provisions for dismissal and  
334 remediation;

335 (4) in what manner seniority rights may or may not be suspended during any designated  
336 school's participation in the CTN and whether and how those rights would be returned upon  
337 successful reentry into the district following 5 years in CTN.

338 (5) whether staff members shall sign an annual performance-based contract for the duration  
339 of school participation in CTN, inclusive of teachers with professional teacher status.

340 (6) how to determine whether current staff members of the school are unable to participate  
341 effectively in the school improvement plan, in which case the principal of a Commonwealth  
342 Priority School, Chronically Underperforming School, or Co-Pilot School would have the  
343 power to require intensive remediation and professional development for the staff, and after the  
344 1 year of professional development, to dismiss any teacher or other employee within the school  
345 if an evaluation shows that he or she is unable to participate effectively in the improvement  
346 plan.

347 (7) how a common, streamlined arbitration process shall be produced and made available to  
348 all schools and districts within the CTN

349 Section 14. (a) A faculty member in a designated school shall be given the opportunity to opt  
350 out of working in that CTN member school before the beginning of the first full school year in  
351 the CTN. At that point, the faculty member shall retain full district rights and may transfer to  
352 another non-CTN district school. If a faculty member does not opt out of employment at the  
353 CTN school, he or she must agree to negotiated working conditions.

354 (b) A principal may dismiss a teacher, including a teacher with professional status, under the  
355 conditions described in section 14. If a review of a termination decision is requested by a  
356 teacher with professional status within 5 school days after receiving notice of termination, an  
357 arbitrator shall be selected according to the procedures set forth in section 42 of chapter 71.

358 (c) In reviewing dismissal decisions, the arbitrator shall consider the turnaround status of the  
359 school to the degree that low performance is not due to factors beyond the control of the  
360 teacher, and the arbitrator shall consider any report from the audit team that evaluates the  
361 teacher's performance. The hearing shall occur within 10 school days of the dismissal, and the  
362 arbitrator's decision shall be issued within 5 school days from the completion of the hearing.  
363 Furthermore, the primary issue in the arbitrator's decision shall be the welfare and academic  
364 achievement of the students. Procedural errors in teacher dismissals shall be taken into  
365 consideration only if it has been determined that the teacher did not physically, emotionally, or  
366 academically harm students.

367 Section 15. (a) All school management and administrative personnel in CTN schools shall be  
368 removed from collective bargaining units, thereby allowing superintendents and principals to  
369 negotiate single or multi-year contracts with their administrators, including provisions for  
370 performance measures aligned to school and student improvement, as they see fit.

371 (b) Administrators in CTN schools shall receive increased professional development and  
372 training; and, in return for increased responsibilities and longer hours associated with CTN  
373 school work, they shall receive commensurate increased compensation.

374 Section 16. (a) To ensure a supply of well-trained, competent individuals to conduct efficient  
375 turnarounds of underperforming schools, the department shall support MTAP, the  
376 Massachusetts Turnaround Academy Program. MTAP fellows shall be chosen for their  
377 experience as strong educational leaders, and shall be employed in CTC schools as change  
378 agents during their fellowship year. The MTAP program shall focus on model practices in  
379 school reform, leadership challenges, strategic change, effective decision-making,  
380 communications, and partnering. The training shall include coursework, case studies, and

381 practical experience in effective management strategies, including business management  
382 strategies, finance and accounting practices, organizational behavior, and restructuring and  
383 renewal of underperforming organizations. Graduates of the program shall earn a professional  
384 credential in education management. MTAP fellows will retain their status and benefits in the  
385 state's retirement system during their tenure in this capacity.

386 (b) During the year-long program, personnel from turnaround and intervention schools shall  
387 also participate in training programs sponsored by MTAP, providing professional development  
388 opportunities to them as well as networking, partnership and case study opportunities for MTAP  
389 fellows.

390 (c) Further, the CTN, working with the OATA, will produce or foster the development of the  
391 range of expertise and resources cited throughout this legislative proposal, including but not  
392 limited to, professional development in incorporating extended-time effectively; analysis of  
393 performance data and its application to improving curriculum and teaching approaches; support  
394 for the development of effective school leadership teams and distributed leadership models.