Turnaround Plan Directions & Guidance

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Overview

The Statewide System of Support (SSoS) in the Department of Elementary and Secondary Education (ESE) has created a plan template and accompanying guidance document for district and school leaders who want to organize and frame their turnaround work in a manner that is aligned to Massachusetts turnaround practices research.

Research shows that Massachusetts turnaround schools that achieved dramatic academic and non-academic improvements have actively utilized the *authorities* afforded to them through Level 4 accountability status, utilized *funding* that was directly aligned to their needs, *provided targeted instruction* to students, and embedded *district systems* of support and monitoring to maximize the impacts of these fundamental conditions. With those conditions in place, the schools focused their work in the following areas, which in turn has shaped the framework of the new turnaround template:

- **Leadership, shared responsibility and professional collaboration**
- **Intentional practices for improving instruction**
- **Student-specific supports and instruction to all students**
- **School culture and climate**

Educators can access and learn from the effective turnaround practices engaged in by schools in Massachusetts which will inform their thinking and planning. The turnaround practices reports and resources can be found on the ESE's [website](1).

Throughout this document, a number of guiding questions have been added or updated in alignment with findings of the 2016 turnaround practices research, as well to practices related to cultural proficiency and inclusive practices.

The turnaround plan template was developed from the lessons learned across the state and based on some guiding principles:

- A streamlined plan that meets state and federal requirements with succinct narrative that is user-friendly and an **authentic guide** for all practitioners
- A plan that is built on **benchmarks** that effectively measure growth towards throughout the school year to determine if the school is making progress towards meeting their annual goals
- A plan that can be used as a **communication** and **reflection** tool

The turnaround plan and guidance is one component of a broader approach the Statewide System of Support developed that is intended to enhance our current support to district and school leaders by engaging in a collaborative data analysis process to identify needs, support the development of the turnaround plan, align to district systems of support and monitoring on a quarterly basis, incorporate additional ESE expertise as resources to school and district leaders, and maximize the time to engage in turnaround work as soon as relevant data is available in order to close achievement gaps sooner.

Turnaround Plan Directions & Guidance

The directions that follow are intended to be used by the district and school team to aid in the development of the turnaround plan. Where identified, some components are required and others are for consideration during development or refinement of the plan. The sections are aligned to the plan and directions have been removed from the plan in order to make the final product as user-friendly and useful as possible.

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[1] http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/support-for-level-3-4-and-5-districts-and-schools/school-and-district-turnaround/turnaround-in-massachusetts/turnaround-and-emerging-practices-reports.html

Turnaround Plan Cover Sheet

When completing the *Turnaround Plan Cover Sheet*, please enter the district and school names, plus dates submitted to the Local Stakeholder Group, School Committee, and ESE. Indicate year of designation. Indicate year eligible for exit.

SECTION I: Executive Summary

Provide a brief executive summary of the Turnaround Plan that includes the rationale and key strategies that will be used to accelerate improvement in each turnaround practice.

SECTION II: Turnaround Practices for School and District

Turnaround Practice #1: Leadership, shared responsibility & professional collaboration
The school has established a community of practice through leadership, shared responsibility for all students and professional collaboration

Directions…

In the box provided in this section of the *Turnaround Plan Template,* address the following for this Turnaround Practice. This narrative must exhibit the district's and school's capacity and commitment to do this work. A comprehensive response for this section should be about 3 pages.
1. Describe the **data analysis/root cause analysis**
2. Based on the data analysis, describe the **challenges** that were identified
3. Describe the **strategies** and **rationale** that will address these challenges
4. Describe how the strategies will be **implemented**
5. Describe the **district plan to support and monitor** the strategies

Wherever applicable, incorporate school and district considerations of:
a. Local Stakeholder Group recommendations,
b. School/district accountability reviews,
c. Student achievement on the Massachusetts Comprehensive Assessment System/PARCC
d. Additional measures of student achievement,
e. Achievement of subgroups of students (including low-income students as defined in chapter 70, limited English-proficient students, and students receiving special education services),
f. Student promotion and graduation rates, and
g. Student attendance, dismissal, and exclusion rates.

Guiding Questions: Turnaround Practice 1

The following **guiding questions** are designed to help foster a discussion among all stakeholders in identifying the key strategies that will advance your work relative to Turnaround Practice 1.

Not all guiding questions need to be answered directly in the turnaround plan narrative; they are intended to prompt reflection on and analysis of the school's needs and how the strategies described in the turnaround plan will address those needs.

- *(New guiding question)* Does the principal and/or leadership team have the necessary competencies and experience to lead a successful school turnaround effort?

- Is the right instructional staff on board and in the right positions to do the urgent turnaround work? Is the leadership and staffing organized to ensure the commitment and capacity to do the work?

- *(New guiding question)* Does the principal have the staffing autonomy needed to effectively implement the turnaround plan by adjusting "bidding and bumping" language to insulate staff selected to work at the school? Does the principal have the greatest amount of flexibility when hiring new staff?

- *(New guiding question)* Are robust recruitment and retention activities in place to ensure the right instructional staff are in the right positions to rapidly advance student achievement at the school?

- *(New guiding question)* Do staff members share a relational, trust-focused culture with each other and their instructional supports (e.g., coaches) that is solution oriented and focused on improvement as exemplified by frequent collaboration in developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions?

- *(New guiding question)* Are formal structures in place to build effective staff relationships balanced with transparency and open, two-way communication across staff and school teams and between administrators and staff?

- *(New guiding question)* Do school leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in fact in place? Does a majority of staff believe leadership, staff, and students have high expectations and demonstrate positive regard?

- *(New guiding question)* Are the school leadership and instructional staff operating from an improvement plan focused explicitly on instructional practice and accelerated student outcomes? What are the current areas of focus for instructional improvement?

- *(New guiding question)* Do staff and school leaders create and monitor clear instructional expectations that are understood by all staff? Do school leaders communicate instructional expectations consistently to the entire staff?

- Is there a common understanding/vision of what instruction should look like in order to accelerate student learning? Do the majority of staff buy in to the school's vision?

- *(New guiding question)* Does the school have a plan to ensure that every student has equitable access to the highest quality educational experiences?

- *(New guiding question)* Does school leadership implement rigorous, transparent, and equitable evaluation and support systems for teachers and principal(s) that provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development in accordance with the Massachusetts Educator Evaluation Frameworks requirements?

- Consider the inquiry cycle of continuous improvement in your school and district. What is the mechanism for instructional leaders to regularly analyze evidence of instructional practice along with student achievement, professional development (PD), and other data? What is the mechanism to then make mid-course adjustments if necessary?

- How do leaders regularly gather evidence on instructional practice? How does this information help inform PD planning?

- How is formative feedback on instructional practice delivered to teachers? How often? What is the follow-through to ensure it results in improvement?

- *(New guiding question)* Is feedback professionally valued and does it promote a school-wide mindset to collectively improve adult practice?

- How is PD differentiated for teachers' needs as identified in their evaluation practice goals?

- How are PD needs identified for the school and for individual teachers? What PD has taken place during the past two years? How does the school follow up to measure effectiveness and implementation?

- What opportunities do teachers have to observe and learn from each other's practice?

- *(New guiding question)* Does the principal have the autonomy to set and administer the school schedule, calendar, curriculum, assessments, and professional development?

- Does the schedule provide for embedded PD as an integral part of daily routines (e.g., through coaching, staff meetings, and/or collaborative time)?

- Are there established systems and protocols to guide collaborative discussions in Instructional Leadership Teams, Common Planning Time/Teams, Grade Level Teams, Vertical/Content Teams, or other ad hoc teams and committees?   How does school and district leadership ensure that these times are maximized to accelerate teaching and learning?

- *(New guiding question)* Does school leadership implement strategies (e.g., succession plan, distributed leadership, new funding streams) for ensuring improvement efforts will be sustained over time or under new leadership?

- *(New guiding question)* Does each school team foster staff input that influences school-wide decision-making?

- *(New guiding question)* Is the work of all teams integrated to work together coherently across the school?

- *(New guiding question)* Do school and district leadership rigorously recruit, screen and select current and new external partners working with the school, and hold them accountable for meeting agreed-upon performance benchmarks?

(New guiding question) Does school leadership ensure the implementation of culturally proficient practices in the school?

Turnaround Practice #1: Leadership, shared responsibility & professional collaboration
Benchmarking Progress

Directions…

State law requires that Measurable Annual Goals (**MAGs**) be set in the areas of student rates (e.g., attendance), student achievement, college and career readiness, and school climate. This template has embedded all of the required MAGs for student rates, college and career readiness, and school climate into the appropriate Turnaround Practice.

MAGs for Student Achievement

MAGs for student achievement are met by meeting accountability targets set by the ESE. The ESE accountability system is currently being revised to meet the requirements of ESSA and more information will be provided in the coming months.

Interim Benchmarks

Identify **interim benchmarks** that your school and district will use to monitor the strategies proposed for each of the four turnaround practices. These 'proof points' will be used to ensure progress is being made, determine where additional support and assistance is needed and inform mid-course corrections when it is not.

- Identify no more than three (3) **Interim Benchmarks for Teachers and Practitioners** for this Turnaround Practice. These benchmarks are indicators that adult practice is changing and is helping the school make progress toward improving student learning, as evidenced by meeting their MAGs. They articulate and represent what the adults will be doing differently as a result of the strategies described for this Turnaround practice. They should reflect meaningful changes in actions, discourse, belief, expectations, and instructional practice.

- Identify no more than three (3) **Interim Benchmarks for Students** for this Turnaround Practice. These benchmarks are indicators that student learning and tasks are changing as a result of the changes in educator practice; and that the school is making progress toward meeting their MAGs. They are interim indicators that the school is on track for end-of-year results, or that adjustments are needed to get on track.

Guidance to consider…

Sample benchmarks for this Turnaround Practice are provided below as a guide to prompt the team's thinking. These benchmarks are intended to offer guidance only. It is essential for school and district teams to develop meaningful benchmarks that capture and measure progress on the identified strategies for this Turnaround Practice in order to effectively monitor progress throughout the year.

MAGs for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Interim Benchmarks for Teachers/ Practitioners	Sample benchmarks: • By XX date, 100% of school instructional leaders, including the principal, can provide specific and actionable feedback to teachers about the rigor of their instruction, as evidenced by sample feedback and notes from subsequent classroom observations. • By XX, 100% of district data team and school instructional leadership teams will make and follow through on data-informed decisions that improve instruction, as evidenced by a representative sampling of data team observations and minutes. • By XX date, all school instructional leaders will be able to provide evidence of focused instructional coaching with at least two teachers who were identified as high priority, as evidenced by observations, review of written feedback, and other evidence.
Interim Benchmarks for Students	Sample benchmarks: • <u>For assessments that are based on growth models and show a progressive gain in skills</u>: the % of students scoring Proficient or Advanced on the middle-of-the year benchmark assessment will increase from XX% to YY%. • <u>For assessments that capture mastery at a moment in time</u>: the gap between the school and the state (or equivalent comparison group) will decrease from XX to YY points by XX date.

Turnaround Practice #2: Intentional practices for improving instruction

The school employs intentional practices for improving teacher-specific and student-responsive instruction

Directions…

In the box provided in this section of the *Turnaround Plan Template*, address the following for this Turnaround Practice. This narrative must exhibit district's and school's capacity and commitment to do this work. A comprehensive response for this section should be about 3 pages.

1. Describe the **data analysis/root cause analysis**
2. Based on the data analysis, describe the **challenges** that were identified
3. Describe the **strategies** and **rationale** that will address these challenges
4. Describe how the strategies will be **implemented**
5. Describe the **district plan to support and monitor** the strategies

Wherever applicable, incorporate school and district considerations of:
a. Local Stakeholder Group recommendations,
b. School/district accountability reviews,
c. Student achievement on the Massachusetts Comprehensive Assessment System/PARCC
d. Additional measures of student achievement,
e. Achievement of subgroups of students (including low-income students as defined in chapter 70, limited English-proficient students, and students receiving special education services),
f. Student promotion and graduation rates, and
g. Student attendance, dismissal, and exclusion rates.

Guiding Questions: Turnaround Practice 2

The following **guiding questions** are designed to help foster a discussion among all stakeholders in identifying the key strategies that will advance your work relative to Turnaround Practice 2.

Not all guiding questions need to be answered directly in the turnaround plan narrative; they are intended to prompt reflection on and analysis of the school's needs and how the strategies described in the turnaround plan will address those needs.

- Is there a common understanding/vision of what instruction should look like in this school?

- *(New guiding question)* How are expectations for high-quality instruction communicated and understood by most staff?

- *(New guiding question)* How is high-quality instruction consistently implemented and monitored?

- Does staff have access to and utilize resources to support students with a range of academic needs?

- *(New guiding question)* Do all students have access to culturally relevant teaching that includes students' cultural references in all aspects of their learning?

- Are instructional staff using curriculum maps/pacing guides aligned to the state curriculum frameworks?

- Is the taught curriculum the intended curriculum?

- How does instructional staff align assessments and evaluate student work based on a common understanding of what mastery looks like?

- *(New guiding question)* Do teachers and school staff consistently use student results on benchmark assessments, common assessments, and state assessments to make schoolwide instructional decisions?

- Is the school schedule providing adequate time for core instruction and, as needed, additional academic and/or behavioral supports? Is it flexible and fluid to adjust to needed adjustments based on formative data and feedback? Is it developed collaboratively with staff to ensure coordination and alignment across grade levels and content areas?

- *(New guiding question)* Are there formal teaming and collaboration strategies, processes, and protocols that are consistently implemented to address individual students' academic needs by: (1) using data, (2) identifying actions to address student learning needs, and (3) regularly communicating action steps among all staff and teams?

- Is a district or school level progress-monitoring system is in place? How do data from this system drive instructional decisions in core instruction and throughout the tiered process?

- *(New guiding question)* Is there a system of weekly/daily classroom observations focused on strengthening teachers' instructional practices and providing specific and actionable feedback of instruction? Does the observational data inform instructional conversations and the provision of targeted and individualized supports/resources for teachers, as needed?

Lesson Planning and Preparation:

- What is the expectation/process for lesson planning in the school? Does it vary by grade?

- Are lessons based on curriculum maps/curricular guidance? Do they reflect high expectations for all students?

- Do lesson plans delineate in-class differentiation of core instruction to meet student needs?

- Are lessons developmentally appropriate?   Do they engage students with content and address academic and social/emotional needs? Do they promote higher-order critical thinking?

- Are lessons designed for ELL students and consider their language proficiency levels? Does the school need to consider alternative English language learning programs for limited English proficient students?

- Are lessons designed for students with disabilities and consider their IEP goals, modifications and accommodations?

- Are steps required to address achievement gaps for low-income students[2]?

Turnaround Practice #2: Intentional practices for improving instruction
Benchmarking Progress

Directions…

State law requires that Measurable Annual Goals (MAGs) be set in the areas of student rates (e.g., attendance), student achievement, college and career readiness, and school climate. This template has embedded all of the required MAGs for student rates, college and career readiness, and school climate into the appropriate Turnaround Practice.

MAGs for Student Achievement
MAGs for student achievement are met by meeting accountability targets set by the ESE. The ESE accountability system is currently being revised to meet the requirements of ESSA and more information will be provided in the coming months.

Other MAGs
For this Turnaround Practice, we have embedded three (3) college and career readiness/school climate MAGs in the table below. As opposed to the student achievement MAGs which are set by ESE, these MAGS are determined by the district and 3 are required in the categories bulleted in the chart below. Examples can be found in **Appendix A: MAGs Samples.**

Interim Benchmarks
Identify **interim benchmarks** that your school and district will use to monitor the strategies proposed for each of the four turnaround practices. These 'proof points' will be used to ensure progress is being made, determine where additional support and assistance is needed and inform mid-course corrections when it is not.

- Identify no more than three (3) **Interim Benchmarks for Teachers and Practitioners** for this Turnaround Practice. - These benchmarks are indicators that adult practice is changing and is helping the school make progress toward meeting their MAGs. They articulate and represent what the adults will be doing differently as a result of the strategies described for this Turnaround practice. They should reflect meaningful changes in actions, discourse, belief, expectations, and instructional practice.

- Identify no more than three (3) **Interim Benchmarks for Students** for this Turnaround Practice. These benchmarks are indicators that student learning and tasks are changing as a result of the changes in educator practice; and that the school is making progress toward meeting their MAGs. They are interim indicators that the school is on track for end-of-year results, or that adjustments are needed to get on track.

Guidance to consider…

Sample benchmarks for this Turnaround Practice are provided below as a guide to prompt the team's thinking. These benchmarks are intended to offer guidance only. It is essential for school and district teams to develop meaningful benchmarks that capture and measure progress on the

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[2] As required by MGL 69 1j.

identified strategies for this Turnaround Practice in order to effectively monitor progress throughout the year.

MAGs for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Other Measurable Annual Goals (3 required by statute)	See Appendix A for sample MAGs in these areas: • Student acquisition of twenty-first century skills • Development of college readiness, including at the elementary and middle school levels • Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable
Interim Benchmarks for Teachers/Practitioners	Sample benchmarks: • By XX date the principal will be able to show that YY% of all teachers consistently use the agreed upon, aligned curricula in their classrooms, as evidenced by observations of classrooms and team meetings, and review of lesson plans. • By XX date, the principal will be able to demonstrate that at least YY% of teachers at all levels of performance use the priority tools and strategies to increase the rigor of instruction, as evidenced by classroom observations, team meeting observations, and review of lesson plans. • By XX date, YY% of teachers will deliver rigorous instruction, as measured by a review of observation data and actionable feedback provided from school leadership.
Interim Benchmarks for Students	Sample benchmarks: • For assessments that are based on growth models and show a progressive gain in skills: the % of students scoring Proficient or Advanced on the middle-of-the year benchmark assessment will increase from XX% to YY%. • For assessments that capture mastery at a moment in time: the gap between the school and the state (or equivalent comparison group) will decrease from XX to YY points by XX date.

Turnaround Practice #3: Student-specific supports and instruction to all students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

Directions…

In the box provided in this section of the *Turnaround Plan Template*, address the following for this Turnaround Practice. This narrative must exhibit district's and school's capacity and commitment to do this work. A comprehensive response for this section should be about 3 pages.

1. Describe the **data analysis/root cause analysis**
2. Based on the data analysis, describe the **challenges** that were identified
3. Describe the **strategies** and **rationale** that will address these challenges
4. Describe how the strategies will be **implemented**
5. Describe the **district plan to support and monitor** the strategies

Wherever applicable, incorporate school and district considerations of:

a. Local Stakeholder Group recommendations,
b. School/district accountability reviews,
c. Student achievement on the Massachusetts Comprehensive Assessment System/PARCC
d. Additional measures of student achievement,
e. Achievement of subgroups of students (including low-income students as defined in chapter 70, limited English-proficient students, and students receiving special education services),
f. Student promotion and graduation rates,
g. Student attendance, dismissal, and exclusion rates. Student promotion and graduation rates, and
h. Student attendance, dismissal, and exclusion rates.

Guiding Questions: Turnaround Practice 3

The following **guiding questions** are designed to help foster a discussion among all stakeholders in identifying the key strategies that will advance your work relative to Turnaround Practice 2.

Not all guiding questions need to be answered directly in the turnaround plan narrative; they are intended to prompt reflection on and analysis of the school's needs and how the strategies described in the turnaround plan will address those needs.

- *(New guiding question)* Is there a system with criteria and protocols for identifying students for interventions and enrichment? Does this system meet the following conditions:
  (1) staff members follow consistent rules and procedures when identifying students in need of additional assistance;
  (2) a team of appropriate staff and stakeholders makes decisions about needed interventions and supports; and
  (3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports?
- *(New guiding question)* Is student learning and academic performance reviewed regularly throughout the school year, using a wide array of ongoing assessments to identify student-specific and schoolwide emerging needs?

- How do leaders and instructional staff routinely monitor the effectiveness of the core curriculum/instruction?

- *(New guiding question)* Are interventions and enrichment opportunities implemented systematically during regularly scheduled school time and for all core content areas through a robust tiered system of support?

- *(New guiding question)* Are special populations personnel members of grade level/department teams and considered full members of the school faculty?

- *(New guiding question)* Do general education and special populations teachers regularly plan together?

- *(New guiding question)* Are students experiencing research-based academic interventions appropriate for their specific needs?

- *(New guiding question)* Are all English language learners experiencing research-based academic interventions appropriate for their specific needs?

- *(New guiding question)* Are all students with disabilities experiencing research-based academic interventions appropriate for their specific needs?

- *(New guiding question)* Are there in-class support options for students with special needs such as co-teaching, support facilitation, and the use of peers?

- *(New guiding question)* Do service personnel such as occupational therapists, physical therapists, and speech pathologists provide services within the general education classroom when appropriate?

- How do students receive specific feedback based on formative assessments/student work to continue to close gaps and reach grade level standards?

- *(New guiding question)* Is the tiered system of support fluid and adjusts intervention, enrichment, and support assignments throughout the school year, based on student progress and need?

- *(New guiding question)* How are school staff trained and supported to ensure that they: (1) identify cues when students need additional assistance (both academic and nonacademic) and (2) respond appropriately to those cues?

- How do district staff and systems support and provide necessary assistance?

Turnaround Practice #3: Student-specific supports and instruction to all students
Benchmarking Progress

Directions…

State law requires that Measurable Annual Goals (MAGs) be set in the areas of student rates (e.g., attendance), student achievement, college and career readiness, and school climate. This template has embedded all of the required MAGs for student rates, college and career readiness, and school climate into the appropriate Turnaround Practice.

MAGs for Student Achievement

MAGs for student achievement are met by meeting accountability targets set by the ESE. The ESE accountability system is currently being revised to meet the requirements of ESSA and more information will be provided in the coming months.

Interim Benchmarks

Identify **interim benchmarks** that your school and district will use to monitor the strategies proposed for each of the four turnaround practices. These 'proof points' will be used to ensure progress is being made, determine where additional support and assistance is needed and inform mid-course corrections when it is not.

- Identify no more than three (3) **Interim Benchmarks for Teachers and Practitioners** for this Turnaround Practice. - These benchmarks are indicators that adult practice is changing and is helping the school make progress toward meeting their MAGs.   They articulate and represent what the adults will be doing differently as a result of the strategies described for this Turnaround practice. They should reflect meaningful changes in actions, discourse, belief, expectations, and instructional practice.

- Identify no more than three (3) **Interim Benchmarks for Students** for this Turnaround Practice. These benchmarks are indicators that student learning and tasks are changing as a result of the changes in educator practice; and that the school is making progress toward meeting their MAGs. They are interim indicators that the school is on track for end-of-year results, or that adjustments are needed to get on track.

Guidance to consider…

Sample benchmarks for this Turnaround Practice are provided below as a guide to prompt the team's thinking. These benchmarks are intended to offer guidance only. It is essential for school and district teams to develop meaningful benchmarks that capture and measure progress on the identified

strategies for this Turnaround Practice in order to effectively monitor progress throughout the year.

MAGs for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Interim Benchmarks for Teachers/ Practitioners	Sample benchmarks: • Monthly, XX% of time that teachers spend in weekly planning meetings will be focused on reviewing student assessment data and planning instruction based on that data • Monthly, 100% of teachers will analyze the most recent common formative assessment data to identify students' academic needs, develop re-teach plans, and identify the appropriate intervention • Each month, school leadership reflects on schedules and staffing to ensure student needs are being met, making adjustments as necessary.
Interim Benchmarks for Students	Sample benchmarks: • By XX date, 100% of students receiving Tier II and Tier III interventions will improve their performance as measured by interim assessments • For each assessment, at least 75% of the students in each grade level at each school will reach a benchmark of at least 70% correct. (Reported for all students, high needs, English Language Learners and students with disabilities) • The number of students failing one or more classes will be reduced by 10% over the same marking period from prior year as measured at the end of the 2nd quarter and final grade. (Reported for all students, high needs, English Language Learners and students with disabilities)

Turnaround Practice #4: School Culture and Climate

 A safe, orderly and respectful environment for students and a collegial and collaborative culture among teachers.

Directions…

In the box provided in this section of the *Turnaround Plan Template,* address the following for this Turnaround Practice. This narrative must exhibit district's and school's capacity and commitment to do this work. A comprehensive response for this section should be about 3 pages.
1. Describe the **data analysis/root cause analysis**
2. Based on the data analysis, describe the **challenges** that were identified
3. Describe the **strategies** and **rationale** that will address these challenges
4. Describe how the strategies will be **implemented**
5. Describe the **district plan to support and monitor** the strategies

Wherever applicable, incorporate school and district considerations of:
a. Local Stakeholder Group recommendations,
b. School/district accountability reviews,
c. Student achievement on the Massachusetts Comprehensive Assessment System/PARCC
d. Additional measures of student achievement,
e. Achievement of subgroups of students (including low-income students as defined in chapter 70, limited English-proficient students, and students receiving special education services),
f. Student promotion and graduation rates, and
g. Student attendance, dismissal, and exclusion rates.

Guiding Questions: Turnaround Practice 4

The following **guiding questions** are designed to help foster a discussion among all stakeholders in identifying the key strategies that will advance your work relative to Turnaround Practice 2.

Not all guiding questions need to be answered directly in the turnaround plan narrative; they are intended to prompt reflection on and analysis of the school's needs and how the strategies described in the turnaround plan will address those needs.

- Is there a common understanding/vision of what a safe and supportive culture and climate should look like in this school?

- What structure/systems are in place to ensure that all classrooms create predictable environments and a climate that supports learning?

- *(New guiding question)* Does the schoolwide behavior plan include a defined set of behavioral expectations? Are the systems and set of structures for positive behavioral supports aligned to those expectations? Do most (if not all) staff members consistently implement the procedures outlined in the schoolwide behavior plan? Do leaders monitor implementation using data?

- How is instructional staff supported in identifying issues arising in the lives of students (e.g., poverty, mobility, etc.) and working to address them in order to minimize impact on learning?

- Is the Student Support Team functioning in the way it is intended? Do all stakeholders understand this team purpose and protocols? Do they know how to access it?

- How are students encouraged and supported in taking responsibility for their own learning and behavior?

- *(New guiding question)* Are structures (e.g., structured advisories, mentor programs) in place to support relationships among students and adults and deliver social-emotional supports? Are these supports monitored actively to determine whether they are meeting the needs of the school?

- What is the current communication system in place among staff, families, and community partners that ensures coordination of services in support of learning? Consider the family outreach and engagement strategies in the school. How are families involved in school life and the academic achievement of their students? Is there a Parent Advisory Committee focused on English Language Learners, if applicable to the school context[3]?

- *(New guiding question)* Do all parents feel welcome at the school in a way that honors their cultural and racial identity?

- *(New guiding question)* Is there one or more staff members dedicated to the coordination of family and community engagement activities? Are regular social events planned throughout the year to engage families and community members?

- *(New guiding question)* Do staff members routinely reach out to families to communicate information about their children's progress and needs? Are communications with families made available in multiple languages, as needed?

- *(New guiding question)* How are key stakeholders engaged in the development of the school's turnaround plan? How will stakeholders be actively involved in the improvement efforts of the school?

- *(New guiding question)* Do all students have access to expanded learning opportunities that are well defined and well supported? Are high-need students targeted for participation in these programs?

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[3] See Appendix B for more information.

- *(New guiding question)* Do leaders and staff share individual and mutual responsibility for building the capacity of families to support education through a systemic system of wraparound services (e.g., health, housing referrals)? Do leaders and staff assess the needs of students and families throughout the school year?

- If applicable to the school's context, how are improved workforce development services (meaningful employment skills and opportunities) provided to students at the school and to their families[4]?

- Are steps required to address the social service and health needs of students and families? Are steps required to improve or expand child welfare services, or as appropriate, law enforcement services in the school community to ensure a safe and secure learning environment[5]?

Turnaround Practice #4: School Culture and Climate
Benchmarking Progress

> **Directions…**

State law requires that Measurable Annual Goals (MAGs) be set in the areas of student rates (e.g., attendance), student achievement, college and career readiness, and school climate. This template has embedded all of the required MAGs for student rates, college and career readiness, and school climate into the appropriate Turnaround Practice.

MAGs for Student Achievement

MAGs for student achievement are met by meeting accountability targets set by the ESE. The ESE accountability system is currently being revised to meet the requirements of ESSA and more information will be provided in the coming months.

Other MAGs

For this Turnaround Practice, we have embedded seven (7) college and career readiness/school climate MAGs in the table below.   As opposed to the student achievement MAGs which are set by ESE, these MAGS are determined by the district. For each, write a MAG. Examples for each can be found in **Appendix A: MAGs Samples.**

Interim Benchmarks

Identify **interim benchmarks** that your school and district will use to monitor the strategies proposed for each of the four turnaround practices. These 'proof points' will be used to ensure progress is being made, determine where additional support and assistance is needed and inform mid-course corrections when it is not.

- Identify no more than three (3) **Interim Benchmarks for Teachers and Practitioners** for this Turnaround Practice. - These benchmarks are indicators that adult practice is changing and is helping the school make progress toward meeting their MAGs.   They articulate and represent what the adults will be doing differently as a result of the strategies described for this Turnaround practice. They should reflect meaningful changes in actions, discourse, belief, expectations, and instructional practice.

- Identify no more than three (3) **Interim Benchmarks for Students** for this Turnaround Practice. These benchmarks are indicators that student learning and tasks are changing as a result of the changes in educator practice; and that the school is making progress toward meeting their MAGs. They are interim indicators that the school is on track for end-of-year results, or that adjustments are needed to get on track.

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[4] As required by MGL 69 1J.
[5] As required by MGL 69 1J.

Guidance to consider…

Sample benchmarks for this Turnaround Practice are provided below as a guide to prompt the team's thinking. These benchmarks are intended to offer guidance only. It is essential for school and district teams to develop meaningful benchmarks that capture and measure progress on the identified strategies for this Turnaround Practice in order to effectively monitor progress throughout the year.

MAGs for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Other Measurable Annual Goals (7 required by statute)	*See Appendix A for sample MAGs in these areas:* • *Parent and family engagement* • *Building a culture of academic success among students* • *Building a culture of student support and success among school faculty and staff* • *student attendance, dismissal rates, and exclusion rates* • *student safety and discipline* • *student promotion and dropout rates* • *graduation rates (high schools only)*
Interim Benchmarks for Teachers/ Practitioners	Sample benchmarks: • By XX date, the school has established a mechanism for identifying students who need social, emotional, and/or behavioral supports, and deploys additional supports as needed, as evidenced by... • By XX date, YY% of teachers will use rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented (increased from XX% to YY%) • Each month, XX% of teachers will communicate at least YY number of times with at least one family member of every one of their students
Interim Benchmarks for Students	Sample benchmarks: • By XX date, average student attendance will increase from XX% to YY% • By XX date, the percentage of office referrals for disruptive behavior will decrease from XX% to YY% • By XX date, out-of-school suspensions will decrease from XX% to YY% without a related increase in in-school suspensions

SECTION III: Financial Plan

Directions…

In this section of the Turnaround Plan, describe the three-year financial plan for the school. Note that submitting a school or district budget alone is not the same as submitting a financial plan. The financial plan should include:

- How additional funds that will be provided by the district, commonwealth, federal government or other sources will support the implementation of the Turnaround Plan
- How the district will align other resources (e.g., Title I Part A, Title II Part D, state, community, etc. resources) with the proposed interventions in the school
- How the district will sustain the improvements after three years
- How the district and school demonstrate capacity to use School Redesign Grant (SRG) funds to implement interventions
- How the budget contains sufficient funds to implement interventions

Keep in mind that the financial plan must ensure that:

- Federal funds supplement rather than supplant
- Reforms will be sustained after funding ends
- Sustainability will be monitored regularly

In the table which appears in the *Turnaround Plan Template,* include elements of the Plan that are **contingent upon SRG funding**, their anticipated cost, and the actions that the school and district will take if the funds are not available. Add rows as needed.

SECTION IV: Local Stakeholder Group Roster and Recommendations

Affiliation (per state law)	Local Stakeholder Group Member Name
ESE designee	1.
School committee chair/designee	2.
Union president/designee	3.
Administrator from the school (Superintendent choice)	4.
Teacher from the school (faculty choice)	5.
Parent from the school (parent association)	6.
Social service representative (Superintendent choice)	7.
As appropriate, workforce development agencies (Superintendent choice)	8.
EEC rep or DHE rep (EEC commissioner or secretary choice)	9.
Community member (chief executive of town choice)	10.
Other:	11.
Other:	12.
Other:	13.

Attach the final recommendations of your Local Stakeholder Group (LSG).

SECTION V: Changes in Policy and Strategies to Consider under State Law

Check all that apply, and attach a copy of the revised collective bargaining agreement or Joint Resolution Committee decision.

Curriculum and Instruction

- ☐ **Expand, alter, or replace curriculum**: The Superintendent may expand, alter or replace the curriculum and program offerings of the school, including the implementation of research based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses

- ☐ **Expand use of time**: The Superintendent may expand the school day or school year or both of the school

- ☐ **Add Kindergarten or pre-Kindergarten**: The Superintendent may, for an elementary school, add prekindergarten and full day kindergarten classes, if the school does not already have such classes

Financial and Asset Management

- ☐ **Reallocate school budget**: The Superintendent may reallocate the uses of the existing budget of the school

- ☐ **Reallocated district budget**: The Superintendent may provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district. (If the school receives funding at least equal to the average per pupil funding, with the approval of the School Committee, the Superintendent can direct additional funds to the school.)

Human Resources

- ☐ **Attract and retain leaders and teachers:** The Superintendent may provide funds, subject to appropriation and following consultation with applicable local unions, to increase the salary of any administrator, or teacher in the school, to attract or retain highly qualified administrators, or teachers or to reward administrators, or teachers who work in underperforming schools that achieve the annual goals set forth in the turnaround plan

- ☐ **Make staffing changes:** The Superintendent may, following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications

- ☐ **Implement new systems**: The Superintendent may establish steps to assure a continuum of high expertise teachers by aligning the following processes with a common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure

- ☐ **Leadership development:** The Superintendent may establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership

Professional Development and Collaboration

- ☐ **Embedded professional development**: The Superintendent may include a provision of job embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback

- ☐ **Expanded teacher planning time:** The Superintendent may provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction

Leadership and Governance

- ☐ **Change Collective Bargaining and Policies:** The Superintendent may limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, that the superintendent shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced

- ☐ **Change District Policies**: The Superintendent may limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school

Additional Strategies

- ☐ **Study best practices:** The Superintendent may develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school

- ☐ **Address mobility and transiency**: The Superintendent may establish strategies to address mobility and transiency among the student population of the school

- ☐ **Additional strategies**: The Superintendent may include additional components based on the reasons why the school was designated as underperforming and the recommendations of the local stakeholder group

SECTION VI: School Redesign Grant (SRG)

If a school is newly declared Level 4 and, with its district, plans to apply for a School Redesign Grant, it should begin to think about which of the federal SRG models aligns to this Turnaround Plan. To the extent possible, Turnaround Plans should be written to comply with as many of the federal requirements for the anticipated model as possible. Below is a summary of each of the requirements of the four (4) current SRG models (turnaround, transformation, restart and closure). In addition, a summary of three (3) new models (whole-school reform, state-determined, and early learning) that have been proposed by the U.S. Department of Education is provided below as well. It is important to note that while these new models are not yet confirmed, they may be options available to you when you apply for SRG funding in the spring. In addition to the requirements listed below, all SRG applications must include steps to address the following requirements. Schools should consider including these elements when developing your Turnaround Plan.

- ☐ Recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.
- ☐ Meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis
- ☐ Include a timeline delineating the steps it will take to implement the selected intervention model

Required Federal Intervention Models for SRG Funds - Summary
Current Federal SIG Models

Turnaround model:
(1) A turnaround model is one in which an LEA must implement each of the following elements:

(A) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully each element of the turnaround model.
(B) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students—
 (i) Screen all existing staff and rehire no more than 50 percent; and
 (ii) Select new staff.
(C) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.
(D) Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
(E) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new ''turnaround office'' in the LEA or SEA, hire a ''turnaround leader'' who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.
(F) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
(G) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
(H) Establish schedules and implement strategies that provide increased learning time (as defined in these requirements).

(I) Provide appropriate social-emotional and community-oriented services and supports for students.

Transformation model:
A transformation model is one in which an LEA implements each of the following elements:

(1) *Developing and increasing teacher and school leader effectiveness.*
    (A) *Required activities.* The LEA must—
        (i) Replace the principal who led the school prior to commencement of the transformation model;
        (ii) Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that—
            (*1*) Will be used for continual improvement of instruction;
            (*2*) Meaningfully differentiate performance using at least three performance levels;
            (*3*) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth (as defined in these requirements) for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
            (*4*) Evaluate teachers and principals on a regular basis;
            (*5*) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
            (*6*) Will be used to inform personnel decisions.
        (iii) Use the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; and
        (iv) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements, if applicable.

(2) *Comprehensive instructional reform strategies.*
    (A) *Required activities.* The LEA must—
        (i) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
        (ii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; and
        (iii) Provide staff ongoing, high quality, job-embedded professional development (*e.g.,* regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.

(3) *Increasing learning time and creating community-oriented schools.*
    (A) *Required activities.* The LEA must—
        (i) Establish schedules and strategies that provide increased learning time (as defined in these requirements); and
        (ii) Provide ongoing mechanisms for family and community engagement.

(4) *Providing operational flexibility and sustained support.*
    (A) *Required activities.* The LEA must—
        (i) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully each element of the transformation model to substantially improve student achievement outcomes and increase high school graduation rates; and
        (ii) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Restart model:

(1) A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.

(A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides ''whole-school operation'' services to an LEA.)

The rigorous review process must include a determination by the LEA that the selected charter school operator, CMO, or EMO is likely to produce strong results for the school. In making this determination, the LEA must consider the extent to which the schools currently operated or managed by the selected charter school operator, CMO, or EMO, if any, have produced strong results over the past three years (or over the life of the school if the school has been open for fewer than three years), including—
    (A) Significant improvement in academic achievement for all of subgroups;
    (B) Success in closing achievement gaps, either within schools or relative to all public elementary school and secondary school students statewide, for all of subgroups;
    (C) High school graduation rates, where applicable, that are above the average rates in the State for all subgroups; and
    (D) No significant compliance issues, including in the areas of civil rights, financial management, and student safety;
(2) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

School closure:

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Potential New Models

Evidence-based, whole-school reform strategy:
An evidence-based, whole-school reform strategy is a strategy that—

(1) Is supported by evidence of effectiveness, which must include at least two studies of the strategy, each of which—
    (A) Meets What Works Clearinghouse evidence standards with or without reservations*; and
    (B) Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that

outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse;

(2) Is a whole-school reform strategy as defined in these requirements; and

(3) Is implemented by the LEA in partnership with a strategy developer as defined in these requirements.

* What Works Clearinghouse Procedures and Standards Handbook (Version 3.0), which can currently be found at the following link: *http://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_procedures_v3_0_standards_handbook.pdf*

Early learning model:
An LEA implementing the early learning model in an elementary school must—

(1) Implement each of the following early learning strategies—
  (A) Offer full-day kindergarten;
  (B) Establish or expand a high-quality preschool program (as defined in these requirements);
  (C) Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions.
(2) Replace the principal who led the school prior to commencement of the early learning model;
(3) Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that meet the requirements described in section I.A.2(d)(1)(A)(ii);
(4) Use the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
(5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in section I.A.2(d)(1)(A)(ii) of these requirements, if applicable;
(6) Use data to identify and implement an instructional program that—
  (A) Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards and
  (B) In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;
(7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; and
(8) Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (*e.g.,* regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.

APPENDIX A: MAGs Samples

<u>Sample Measures to Meet "Other MAGs" Requirements:</u> Potential measures to consider for this category are presented below. These are suggested measures based on best practice and research, notably those marked with an asterisk (*). (ES = suitable for elementary schools; MS = suitable for middle schools; HS = suitable for high schools; ALL = suitable for all schools)

Student acquisition of 21st century skills
- Percentage of students demonstrating mastery of life and career skills through participation in school-sponsored extracurricular career readiness and volunteer activities (ALL)
- Percentage of students demonstrating mastery of media, technology, and information skills (ALL)
- Percentage of students mastering learning and innovation skills (ALL)
- Percentage of students completing grade 8 portfolio requirement (MS)
- Percentage of high school graduates completing MassCore requirements (HS)

Development of college readiness, including at the elementary and middle school levels
- Percentage of students reporting reading texts at home not required in school (ALL)
- Percentage of students demonstrating proficiency in research skills (ALL)
- Percentage of students demonstrating proficiency in critical thinking skills (ALL)
- Percentage of students demonstrating advanced reading levels based on district assessments* (ALL)
- Percentage of English language learners who attained English language proficiency (ALL)
- Percentage of grade 3 students scoring proficient or higher on ELA MCAS* (ES)
- Percentage of grade 5 students scoring Proficient or higher on Math MCAS* (ES, MS)
- Percentage of students completing Algebra I by the end of grade 8* (ES, MS)
- Percentage of students completing a work-based learning plan* (MS, HS)
- Percentage of students reporting thinking about going to college and who understand what it takes to get there (MS, HS)
- Number and percentage of students completing advanced coursework (e.g., AP/IB) (HS)
- Number and percentage of students completing early-college high schools (HS)
- Number and percentage of students completing dual enrollment classes (HS)
- Percentage of students enrolled in at least one AP course* (HS)
- Percentage of students taking the AP exam with a score of 3 or higher* (HS)
- Percentage of students taking the International Baccalaureate exam with a score of 4 or higher by the end of grade 12* (HS)
- Percentage of students taking the SAT* (HS)
- Percentage of students taking the SAT with a combined score of 1650 or higher* (HS)
- Percentage of students enrolling in two-to four-year colleges (HS)
- Percentage of students participating in college access activities (HS)
- Percentage of grade 11-12 students taking courses in science, technology, engineering, or mathematics (STEM) (HS)
- Percentage of grade 10 students taking the PSAT (HS)
- Percentage of grade 12 students completing required mathematics courses (HS)

Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable
- Percentage of non-instructional staff reporting feeling involved in and contributing to a culture of success in the school (ES)
- Percentage of grades K-2 students reaching the end-of-year grade level target on the Developmental Reading Assessment (ES)

- Percentage of grades K-3 students reaching grade level benchmarks on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (ES)
- Percentage of grades 2-3 students achieving a national percentile rank (NPR) of 50 or higher on the total comprehension portion of the GRADE reading assessment (ES)
- Percentage of grades 2-3 students eligible to take the reading comprehension portion of the GRADE assessment achieving a median score of stanine 6 or above (ES)
- Percentage of teachers incorporating the results of a developmentally appropriate child assessment to teach literacy as determined by a learning walkthrough or classroom observation instrument (ES)

Parent and family engagement
- Percentage of parents attending at least one teacher-parent conference during the school year (ALL)
- Percentage of parents reporting that they feel welcomed, valued, and connected to each other, to teachers, and to what students are learning and doing in class (ALL)
- Percentage of parents volunteering at the school during the school year (ALL)
- Percentage of parents reporting that they engage in regular, two-way, meaningful communication about student learning with teachers and other school staff (ALL)
- Percentage of parents reporting meaningful opportunities to engage with and/or contribute to the school (ALL)
- Percentage of parents reporting an understanding of the school's turnaround efforts, the targets the school is striving for, and their role in contributing to reaching these goals (ALL)
- Overall score on parent-family perception survey in the area of involvement in child-based activities (ALL)
- Percentage of parents reporting the school has engaged them in preparing their children for post-secondary plans (MS, HS)

Building a culture of academic success among students
- Teacher attendance rate (required by SRG)
- Distribution of teachers by performance level on district's teacher evaluation system (required by SRG)
- Percentage of teachers, students, and families agreeing that the school supports the academic success of students (ALL)
- Percentage of students reporting that peers encourage each others' success (ALL)
- Percentage of students reporting that the school is emotionally and physically safe and conducive to learning (ALL)
- Percentage of students reporting they feel challenged and held to high standards for performance (ALL)
- Percentage of students reporting they feel known and understood by at least one adult in the school (ALL)
- Percentage of students reporting offered (and taking advantage of) additional supports to supplement and/or extend learning (ALL)
- Percentage of students reporting that effort and good work are recognized by the school (ALL)
- Percentage of students reporting that they succeed because they want to (i.e., not for an extrinsic reward) (ALL)
- Percentage of students reporting a belief that people get smart by working hard (ALL)
- Percentage of students rated as "Thriving" on well-being index (grades 5-12)
- Mean score on student engagement index (grades 5-12)
- Mean score on student hope index (grades 5-12)

Building a culture of student support and success among school faculty and staff
- Mean score on an index of school culture (completed by students, families, and teachers) (ALL)
- Percentage of teachers observed implementing key instructional practices supported through professional development, as evidenced by data collected through learning walks, feedback forms completed by instructional coaches, or other measures (ALL)
- Percentage of grade-level teams practicing targeted professional learning strategies as determined by identified tools within the common planning time self-assessment toolkit (ALL)

- Percentage of teachers and staff reporting that the school supports the academic success of all students (ALL)
- Percentage of students, teachers, staff, and/or families reporting that the school is physically safe and conducive to learning (ALL)
- Percentage of students, teachers, staff, and/or families reporting that they feel challenged and held to high performance standards (ALL)
- Percentage of teachers and staff reporting that they feel a sense of urgency to improve student outcomes (ALL)
- Rating on a school culture/climate observation instrument conducted by an independent evaluator (ALL)
- Score on the school mental health capacity instrument (ALL)
- Percentage of teachers reporting using the results of formative or interim assessments to improve their instruction to meet student needs (ALL)
- Percentage of teachers reporting a responsibility for all students in the school (ALL)
- Percentage of students and families reporting they feel the school wants students to succeed (ALL)

Student attendance, dismissal rates, and exclusion rates
- Attendance rate (increase): Total # of days students attended school divided by total # of days students were enrolled during the school year. Set, at a minimum, a goal of 92% or improvement of at least 1% from the prior year if below 92%. (ALL)
- Percentage of students absent 10+ days (decrease) (ALL)
- Percentage of students absent greater than 10% of days in membership (decrease) (ALL)
- Truancy rate (decrease): # of students truant for more than 9 days, divided by the end-of-year enrollment (including transfers, dropouts, etc.) for the school year reported. A student is truant when he or she has an unexcused absence (ALL)
- Dismissal rate (decrease) (ALL)
- Total # of dismissals from non-routine student-nurse encounters) / (total # of non-routine encounters), or a similar measure (ALL)
- Out-of-school suspension rate (decrease): Percentage of enrolled students who received 1+ out-of-school suspensions (ALL)
- In-school suspension rate (decrease): Percentage of enrolled students who received 1+ in-school suspensions (ALL)

Student safety and discipline
- Number of drug, weapon, or violence incidents (decrease): # of incidents involving drugs, violence or criminal incident on school property (ALL)

Student promotion and dropout rates
- Retention rate (decrease): Percentage of enrolled students repeating the grade in which they were enrolled the previous year (as of October 1) (ALL)
- Annual dropout rate - All students: Percentage of students in grades 9-12 who dropped out of school between July 1 and June 30 prior to the listed year and who did not return to school by the following October 1 of the following year. All data are lagged by one year. Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school. (As defined by ESE accountability requirements.) (HS)

Graduation rates (high schools only)
- 4-Year cohort graduation rate - All students: # of students in a cohort who graduate in 4 years or less divided by the # of first-time grade 9 students, minus transfers out, plus transfers in. All data are lagged by one year. (As defined by ESE accountability requirements.) (HS)

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APPENDIX B: Required Actions Relative to English Language Learners (ELL) Guidance for Schools with ELL Populations

An Act Relative to the Achievement Gap lays out specific strategies for addressing ELL achievement gaps, outlined below.

1. **Alternative ELL Programs**

The purpose of developing an alternative ELL program is to accelerate the achievement of ELLs, including both acquisition of English language and academic content.

State law requires that as part of their Turnaround Plans, Level 4 schools with ELLs *shall develop alternative ELL programs, notwithstanding the requirements of Chapter 71A.* This allows districts/schools to implement programs other than Sheltered English Immersion (SEI), without having to meet the waiver requirements outlined in Chapter 71A (www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71A). This flexibility recognizes that SEI may not be meeting the needs of all ELLs and that Level 4 schools must have the flexibility to swiftly develop the program that best meets the needs of their ELL population.

Examples of alternative ELL programs include, but are not limited to:

- **Transitional Bilingual Education (TBE):** A language acquisition process for students in which all or substantial portions of the instruction, textbooks, or teaching materials are in the ELL's native language; the goals of TBE is to help transition a student into a mainstream classroom as quickly as possible, while at the same time allowing the students to remain current and on grade level in content areas by studying them in his/her native language

- **Dual/Two-way Immersion:** A full-time program in which the curriculum and instruction are structured so that ELLs of the same language group and fully English Proficient students develop full literacy in two languages by being taught in the same classroom in both English and the language of the ELL students; the goal is to develop fluency and literacy in both languages for both the ELLs and the native English speakers

- **A combination of programs, or other proposal,** to be approved by ESE as part of the school's Turnaround Plan submission. As with TBE and two-way immersion, this may include programs that incorporate native language supports and/or instruction

2. **ELL Parent Advisory Council (PACs)**

Level 4 schools that offer an ELL program(s) must establish an ELL PAC comprised of parents/guardians of students enrolled in ELL program(s). The role of the PAC is to advise the school on matters that pertain to the education of these students, including participation in the review of the school's Turnaround Plan.

Superintendents are strongly encouraged to include an ELL parent on their Local Stakeholder Group as the first step in establishing an ELL PAC.

3. **Professional Development**

Among the changes to policy and strategy that Superintendents may consider in developing their Turnaround Plans are three that relate to professional development and collaboration, outlined below:
1. Include a provision of job-embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback;
2. Provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction;

3. Establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership