

## ***Attachment #4: District Review Protocol***

### **District Review Protocol Key Questions**

Overarching key questions guide the work of the review team in each of the types of district reviews. At the core of each review is a substantial analysis of the district's systems as described by the six *District Standards and Indicators*.

#### **Level 3 District Reviews**

- Do the district and schools have strong systems and practices in place?  
(Based on the *District Standards and Indicators*)

#### **Level 4 District Reviews**

1. How has the district addressed the issues that placed it in Level 4?
2. Is student achievement on the rise?
3. Do the district and schools have strong systems and practices in place?  
(Based on the *District Standards and Indicators*)
4. Has the district built the capacity to maintain continuous improvement on its own, without continued ESE Targeted Assistance support and intervention?

For the Gill-Montague Review a fifth Key Question was added:

5. Does the district have the resources needed to implement a Turnaround Plan effectively?

#### **Promising Practices: Narrowing the Proficiency Gap for Low-Income Students**

1. To what extent are the following conditions for school effectiveness in place at the school where the performance of low-income students has substantially improved?
  - a. School Leadership (CSE #2):
  - b. Consistent Delivery of an Aligned Curriculum (CSE #3)
  - c. Effective Instruction (CSE #4):
  - d. Tiered Instruction and Adequate Learning Time (CSE #8)
  - e. Social and Emotional Support (CSE #9)
2. How do the district's systems for support and intervention affect the school where the performance of low-income students has substantially improved?  
(Based on the *District Standards and Indicators*)

#### **Promising Practices: Narrowing the Proficiency Gap for English Language Learners**

- Do the district and identified schools have strong systems and practices in place?  
(Based on the *District Standards and Indicators* with added areas of focus from the English Language Learners Sub-Committee of the Massachusetts Board of Elementary and Secondary Education's Committee on the Proficiency Gap.)

#### **Promising Practices: Narrowing the Proficiency Gap for Students with Disabilities**

- How does the district create greater capacity to support all learners?  
(Based on the *District Standards and Indicators* with added focus areas identified in collaboration with Program Quality Assurance and Special Education Policy and Planning to understand how district and school leaders assume, communicate, and share responsibility for the achievement of all learners, especially those with disabilities).