**Content of FY18 Renewal Application Directions**

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1. **Submission Requirements and Important Dates**

**FY18 SRG Renewal Application Packet includes:**

* FY18 Renewal Application Template
* FY18 SRG Budget Workbook (Year 2 and/or Year 3)

**By 12:00pm on Monday, May 8, 2017:**

* Mail or hand-deliver**:**
* five (5) hard copies of the Renewal Application Template
* five (5) hard copies of the Budget Workbook
* one (1) hard copy with original superintendent signature of the Assurances and Waivers page in the Budget Workbook
* one (1) hard copy of original superintendent signature on the Grant Cover Sheet (this page) in the Budget Workbook to:

Amanda Trainor

Office of District and School Turnaround
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

* Email FY18 SRG Renewal Application Template and Budget Workbook to SRG@doe.mass.edu

**Other Important Dates:**

Renewal Applications will be subject to a review process by ESE according to the Scoring Rubric (Appendix A). ESE intends to announce SRG Renewal awards in June 2017. Any questions regarding the SRG Renewal Application should be directed to Amanda Trainor at srg@doe.mass.edu or 781-338-3551.

1. **Overview**

The School Redesign Grant (SRG) Renewal Application process is an important component of the Department of Elementary and Secondary Education’s (ESE) implementation of the SRG program. The renewal process has dual goals: (1) to provide an opportunity for districts and schools to reflect upon successes and challenges of the past year and describe strategies planned to be implemented in the coming school year and (2) to formally review the progress of SRG-funded schools in reference to stated goals and implementation benchmarks to determine funding for 2017-2018.

 **The SRG Renewal Application Process is focused on the following questions:**

* What worked and what did not work (and how do you know)?
* Given this analysis, what changes will be implemented for the coming year?

 **The SRG Renewal Application Process includes the following components**

1. District and school completion and district submission of Renewal Application packet for each SRG school by **12:00pm on Monday, May 8, 2017.**
2. Formal review of each SRG Renewal Application packet by ESE based on the Scoring Rubric.
3. Announcement of Awards of FY18 funding in June 2017.

Table A (next page) provides an overview of the questions asked throughout the SRG Renewal Application. The purpose, detailed instructions, and suggested processes for filling out each part of the application is provided in each of the form documents.

**Table A: School Redesign Grant Renewal Application: Overview**

|  |  |  |
| --- | --- | --- |
| **Application Section** | **Questions/Prompts** | **Data Resources** |
| Successes and Challenges | 1. Summarize two (2) of the school’s most **successful accomplishments** over the past year in the implementation of the Redesign Plan.
2. Summarize two (2) **challenges** over the past year in the implementation of the Redesign Plan.
3. As this school year comes to a close, what is different for students and what is different for the adults in the school since your turnaround efforts began? As a school – are you where you expected to be after the first year(s)? If not, explain why.
4. List the partners that are engaged in your school’s redesign efforts. Provide one (1) example of how partners are positively impacting your school’s turnaround work, providing evidence/data to support your claim. Also, provide one (1) example of a challenge school leadership and/or partners in the school have faced, and how leadership and partners worked together to resolve it.
5. Provide one (1) example of a district system that is positively impacting the school’s turnaround work, providing evidence/data to support the claim. Also, provide one (1) example of a district system that has yet to fully impact the school’s turnaround work, and how district and school leaders are working together to resolve it.
 | Student achievement data Data predictive of MCAS performanceMonitoring Site Visit report(s)District Systems of Support Review ReportImplementation benchmark data Conditions for School EffectivenessConditions for School Effectiveness Self-Assessment(s)Measurable Annual Goals (MAGs) dataAdministration, teacher, and staff observationsParent/student/community survey dataOriginal School Redesign Grant proposal(s)MTSS Self-AssessmentFY17 AmendmentsAcademic Return on Investment Analysis (AROI) |
| Focus on Two Turnaround Practices | 1. What worked well this year? And based on what evidence?
2. What didn’t work well this year, or didn’t work as well as intended? And based on what evidence?
3. Given what worked and what didn’t, what will you do differently this coming year and how will these changes support rapid improvement?
4. Explain the district systems that are in place or will be developed to support this school accomplish the response to question 3. Explain how the district will monitor both school and district-level benchmarks in this Turnaround Practice.
 |
| Budget and Sustainability | 1. Did actual grant expenditures in FY17 (district-level and school-level) match, or not match, the original budget projection for FY17? Did any changes in FY17 grant expenditures affect the budget projection for FY18?
2. How do you plan on sustaining turnaround efforts after the expiration of SRG funding? Based on an Academic Return on Investment (AROI; see page 6) analysis, what strategies/interventions do you expect to continue to fund after the grant? (Please include evidence of academic impact that supports your justifications of continuing specific programs over others) How will the strategies be funded after SRG?
 |

1. **Guidance**

**The SRG Renewal Application has multiple purposes:**

|  |  |
| --- | --- |
| For **districts and schools,** the renewal process is intended to:* Provide an opportunity for district and school leaders to formally share their assessment and analysis of school redesign efforts with ESE.
* Ensure that there is ongoing district and school interaction with respect to the implementation and monitoring of school redesign efforts.
* Document district and school analysis of data and subsequent setting of and revising priorities, strategies, and implementation benchmarks for the coming year.
 | For **ESE**, the renewal process:* Serves as a way to collect and document effective and promising strategies, practices, and policies across school and district turnaround efforts.
* Is the primary means of formally reviewing the progress of SRG-funded schools and districts in reference to stated goals and implementation benchmarks.
* Is used as a critical piece of evidence for making continuation funding decisions. (See “Information used to make funding decisions” below)
 |

**SRG Renewal Application Template:** The SRG Renewal Application Template is divided in to three sections: Successes and Challenges, Focus on Two Turnaround Practices, and Budget and Sustainability. Each section will be scored according to the Scoring Rubric in Appendix A. It is important to note that schools are expected to provide examples, data, and evidence to support each response.

**Successes and Challenges:** This section is intended for schools to identify and summarize accomplishments and challenges over the past year based on evidence (data and observations). School and district teams are encouraged to respond to the prompts as a means to provide a “big picture” overview of the school’s redesign efforts in the 2016-2017 school year. Also in this section, district leaders are asked to describe the district systems that are in development or in place to support each school’s turnaround efforts.

**Focus on Two Turnaround Practices:** In this section, schools should first indentify two (2) of the four Turnaround Practices it wants to focus on improving over the next school year. The questions in this section are intended to provide an opportunity for school teams to engage in an exploration of data and evidence to determine what worked in this Turnaround Practice area, what did not work, and what specific steps and strategies the school will employ in FY18 to improve in this critical area of turnaround work.

School teams can assess all collective data and evidence relative to its turnaround progress and identify the two areas where it faces the most significant challenges to select the two Turnaround Practices to focus on. The two areas chosen should be those that the school team views as its most significant barriers to successful turnaround and is committed to improving upon in the coming year, and should be aligned to the Priority Areas for Improvement identified in the school’s original Redesign Plan.

**Budget and Sustainability:** In addition to specific prompts in the FY18 Renewal Budget Workbook, the two questions in this section are intended to address spending in FY18 and to focus the school and district on preparing for the eventual end of School Redesign Grant funding. Regardless of where a school is in its implementation timeline (Year 2 or 3) it should be working to develop a focused, strategic plan to address the sustainability of turnaround efforts accomplished through the grant.

For more support in conducting a quality Academic Return on Investment (AROI) analysis required in this section, please reference the Turnaround Sustainability Planning Toolkit zip file (especially the Framework and Handouts files) available on ESE’s website. [[1]](#footnote-1)

**Information used to make funding decisions:** ESE is committed to holding districts and schools accountable for meeting the terms of the SRG Redesign Plan, including, but not limited to, meeting Measurable Annual Goals[[2]](#footnote-2) (MAGs). Three key pieces of data that ESE will use when making funding decisions include:

1. Evidence of improved student performance and results, based on attainment of Measurable Annual Goals
2. Evidence that the school has embedded the Turnaround Practices based on the school’s most recent Monitoring Site Visit final report, and
3. Evidence of improved district and school capacity to monitor and implement redesign efforts, such as making mid-course corrections, based on an assessment of the SRG Renewal Application.
4. **Resources**
* [2016 Turnaround Practices Research Resources](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)
* [2014 Turnaround Practices in Action Report](http://www.mass.gov/edu/docs/ese/accountability/turnaround/practices-report-2014.pdf)
* [Turnaround Plan Guidance](http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-4-turnaround-plan-guidance.pdf)
* [Conditions for School Effectiveness](http://www.mass.gov/edu/docs/ese/accountability/school-effect-self-assessment.pdf)
* [District Standards and Indicators](http://www.mass.gov/edu/docs/ese/accountability/district-standards-indicators.pdf)
* [Turnaround Sustainability Toolkit](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/school-redesign-grants/school-redesign-grants-information.html)

**Appendix A: Scoring Rubric**

**SRG Application Review Dimensions:** Each component of an SRG application for an eligible school will be reviewed along three rubric dimensions.

|  |  |
| --- | --- |
| **Dimension** | **Explanation** |
| Capacity and Commitment | The extent to which the district and school demonstrate the capacity and commitment to use School Redesign Grant funds to support the strategies identified in the SRG Renewal Application and are planning for sustainability. |
| Data Analysis | The extent to which the SRG Renewal Application is based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments, educator data, other student data, and/or recommended data sources. The extent to which the proposed school and district strategies are based upon an analysis of data. |
| Strategic and Actionable Approach | The extent to which the SRG Renewal Application displays a strategic and well-thought out approach that will lead to rapid and sustainable improvement in the coming year. The extent to which it is clear through the application that the school and district are actively monitoring improvement efforts throughout implementation, setting measureable and actionable benchmarks, and responding to data. |

**School Redesign Grant (SRG) Renewal Rubric Levels:** Each element within each dimension described above will be rated using the following scale.

|  |  |  |
| --- | --- | --- |
| **Level** | **Explanation** | **Points** |
| Strong | The response is clear, complete, and provides detailed, compelling evidence (including supporting documentation, as appropriate) that meets the criteria listed in the rubric dimension. | 4 |
| Adequate | The response is clear, complete, and provides some evidence, that meets the criteria listed in the rubric dimension. | 3 |
| Marginal | The response is partially complete and provides only limited evidence that meets the criteria listed in the rubric dimension. | 2 |
| Weak | The response is incomplete and lacks evidence that meets the criteria listed in the rubric dimension. | 1 |
| Absent | No response or evidence is provided that addresses the criteria listed in the rubric dimension. | 0 |

**Team Review Items:**

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| --- |
| **Capacity and Commitment**Scoring Criteria: The extent to which the district and school demonstrate the capacity and commitment to use School Redesign Grant funds to support the strategies identified in the SRG Renewal Application and are planning for sustainability. |
|  | **Strong - 4** | **Adequate - 3** | **Marginal - 2** | **Weak - 1** |
| 1:Building Capacity | It is clear through the Renewal application that the school is focused on building internal capacity to sustain efforts under each Turnaround Practice beyond Level 4 status and/or SRG funding.  | The Renewal application generally describes that the school is focused on building internal capacity to sustain impactful turnaround efforts beyond Level 4 status and/or SRG funding.  | The Renewal application marginally describes that the school is focused on building internal capacity to sustain impactful turnaround efforts beyond Level 4 status and/or SRG funding.  | It is not clear in the application if the school is focused on building internal capacity to sustain impactful turnaround efforts beyond Level 4 status or SRG funding.  |
| 2: Sense of Urgency | The Renewal application clearly describes an urgency to change and improve, and clearly demonstrates the school is focused on promoting rapid student achievement. | The Renewal application generally describes an urgency to change and improve, and generally demonstrates the school is focused on promoting rapid student achievement. | The Renewal application generally describes an urgency to change and improve OR generally demonstrates the school is focused on promoting rapid student achievement. | It is not clear through the Renewal application that the school or district have a sense of urgency to improve or is focused on promoting rapid student achievement.  |
| 3: External Partners | The Renewal application describes in detail how partners are meaningfully engaged in the school’s turnaround efforts and describes in detail systems/structures for coordinating and holding external providers accountable. | The Renewal application generally describes how partners are meaningfully engaged in the school’s turnaround efforts and generally describes systems/structures for coordinating and holding external providers accountable. | The Renewal application generally describes how partners are meaningfully engaged in the school’s turnaround efforts OR generally describes systems/structures for coordinating and holding external providers accountable. | The Renewal application provides little to no description of how partners are meaningfully engaged in the school’s turnaround efforts and description of systems/structures for coordinating and holding external providers accountable. |
| 4:District Support | The Renewal application provides a detailed description of how the district is actively and meaningfully supporting the school in its improvement efforts.  | The Renewal application provides a general description of how the district is actively and meaningfully supporting the school in its improvement efforts. | The Renewal application provides a general description of how the district is supporting the school in its improvement efforts, but it is unclear if the support is frequent or meaningful. | The Renewal application provides a partial or weak description of how the district is supporting the school in its improvement efforts. |
| 5: Funding Sustainability | The Renewal application clearly describes how the school uses data to target or refine supports and inform future funding decisions and sustainability. | The Renewal application generally describes how the school uses data to target or refine supports and inform future funding decisions and sustainability. | The Renewal application marginally describes how the school uses data to target or refine supports and inform future funding decisions and sustainability. | The Renewal application provides a weak description of how the school uses data to target or refine supports and inform future funding decisions and sustainability. |
| **Data Analysis**Scoring Criteria: The extent to which the SRG Renewal Application is based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments, educator data, other student data, and/or recommended data sources. The extent to which the proposed school and district strategies are based upon an analysis of data. |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 6:Data Analysis | The Renewal application includes the results from a detailed and accurate data/needs analysis based upon multiple sources of data including demographic, achievement, perceptual and observational (e.g. classroom instruction or use of teacher collaborative time, etc.) data.  | The plan includes the results from an adequate data/ needs analysis based upon multiple sources of data including demographic, achievement, perceptual and observational (e.g. classroom instruction, use of teacher collaborative time, etc.).  | The plan includes the results from a marginal data/needs analysis process based upon only a few data sources. | The plan lacks evidence that the district or school completed a comprehensive data/needs analysis using multiple sources of data.  |
| 7: Strategies and Benchmarks Linked to Data | All strategies and benchmarks are clearly described and explicitly linked to district and school-level data and needs analysis. | Most strategies and benchmarks are clearly described and explicitly linked to district and school-level data and needs analysis. | Some of the strategies and benchmarks are clearly described and generally linked to district and school-level data and needs analysis. | Few of the strategies and benchmarks are clearly described and generally linked to district and school-level data and needs analysis. |

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| **Strategic and Actionable Approach**Scoring Criteria: The extent to which the SRG Renewal Application displays a strategic and well-thought out approach that will lead to rapid and sustainable improvement in the coming year. It is clear through the application that the school and district are actively monitoring improvement efforts throughout implementation, setting measureable and actionable benchmarks, and responding to data. |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 8: Strategic Approach | The Renewal application exhibits a detailed strategic approach to school turnaround that prioritizes key strategies and actions. Key strategies are rigorous and clearly aligned to each selected Turnaround Practice. | The Renewal application exhibits a strategic approach to school turnaround that prioritizes key strategies and actions. Key strategies are ambitious and aligned to each selected Turnaround Practice. | The Renewal application exhibits a strategic approach to school turnaround that prioritizes key strategies and actions OR key strategies are ambitious and aligned to each selected Turnaround Practice.  | The Renewal application does not present a strategic approach to school turnaround that prioritizes key strategies and actions AND key strategies are not ambitious or aligned to the selected Turnaround Practices. |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 9:Strategic Benchmarks | Throughout the full Renewal application, interim benchmarks are precise, measurable, and time-bound (e.g., 3- 6- or 12-month; or by December 2015).  | The Renewal application provides many (more than half) interim benchmarks that are precise, measurable, and time-bound (e.g., 3- 6- or 12-month; or by December 2015).  | The Renewal application provides some measureable interim benchmarks that are precise, measurable, and time-bound (e.g., 3- 6- or 12-month; or by December 2015). | The Renewal application lacks measureable interim benchmarks that are precise, measurable, and time-bound (e.g., 3- 6- or 12-month; or by December 2015). |
| 10: Aligned Benchmarks | Throughout the full Renewal application benchmarks are clearly aligned with the key strategies described under each selected Turnaround Practice, and there are clear connections between implementing a strategy and meeting the described benchmarks. | The Renewal application provides many (more than half) benchmarks that are aligned with the key strategies described in the plan, and there are many connections between implementing a strategy and meeting the described benchmarks. | Benchmarks throughout the Renewal application are marginally aligned with the key strategies described in the plan, and there are some connections between implementing a strategy and meeting the described benchmarks. | Benchmarks throughout the Renewal application are minimally aligned with the key strategies described in the plan, and connections between implementing a strategy and meeting the described benchmarks are lacking. |
| 11: District Monitoring | The Renewal application includes a detailed description of specific district systems and structures to monitor benchmarks to evaluate the effectiveness of turnaround implementation efforts at the school and district level.  | The Renewal application generally describes district systems and structures to monitor benchmarks to evaluate the effectiveness of turnaround implementation efforts at the school and district level.  | The Renewal application provides a basic description of district systems and structures to monitor benchmarks to evaluate the effectiveness of turnaround implementation efforts at the school and district level.  | The Renewal application’s description of district systems and structures to monitor benchmarks to evaluate the effectiveness of turnaround implementation efforts at the school and district level is lacking.  |
| 12: School Monitoring | It is clear throughout the Renewal application that the school is actively collecting data, monitoring progress towards turnaround goals and benchmarks, and using that information to modify strategies and initiatives.  | Throughout the Renewal application is evident that the school is using an adequate system to collect data, monitor progress towards turnaround goals and benchmarks, and uses that information to modify strategies and initiatives.  | The system to collect data, monitor progress towards turnaround goals and benchmarks, and use that information to modify strategies and initiatives as described in the Renewal application could use some improvement to be fully effective.  | It is unclear throughout the Renewal application if the school has an effective system to monitor progress towards turnaround goals and benchmarks, and use that information to modify strategies and initiatives. |

**Budget Review Items:**

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| --- |
| **Capacity and Commitment**Scoring Criteria: The extent to which the district and school demonstrate the capacity and commitment to use School Redesign Grant funds to support the strategies identified in the SRG Renewal Application and are planning for sustainability. |
|  | **Strong - 4** | **Adequate - 3** | **Marginal - 2** | **Weak - 1** |
| 13: Quality of Budget Proposal | The budget narrative clearly justifies how all proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key strategies as proposed in the original Redesign Plan and Renewal application.  | The budget narrative adequately justifies how most proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key strategies as proposed in the original Redesign Plan and Renewal application.  | The budget narrative justifies how some proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key strategies as proposed in the original Redesign Plan and Renewal application.  | The budget narrative does not clearly justify how most proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key strategies as proposed in the original Redesign Plan and Renewal application.  |
| 14: Changes to Funding | Any and all significant changes over the three years in funding are allowable and aligned to the original Redesign Plan and renewal application.  | Any significant changes over the three years in funding are mostly allowable and aligned to the original Redesign Plan and renewal application.  | It is questionable if significant changes over the three years in funding are allowable and aligned to the original Redesign Plan and renewal application.  | Significant changes over the three years in funding are NOT allowable and/or aligned to the original Redesign Plan and renewal application.  |

**SRG Renewal Scoring Sheet**

District Name:

School Name:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Capacity and Commitment** | **Data Analysis**  | **Strategic and Actionable Approach** | **Total** | **Comments** |
| **Team Review Items** | 20 | 8 | 20 | 48 |  |
| **Budget Review Items** | 8 | - | - | 8 |  |
| **Dimension Totals** | 28 | 8 | 20 | **56** |  |

**Appendix B: Turnaround Practices and Implementation Benchmarks Guidance**

**Turnaround Practices**

As the [2014 and 2016 research reports on Turnaround Practices](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) show, Massachusetts 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 four Turnaround Practice areas:

1. **Leadership, shared responsibility and professional collaboration:** The school has established a community of practice through leadership, shared responsibility for all students and professional collaboration
2. **Intentional practices for improving instruction:** The school employs intentional practices for improving teacher-specific and student-responsive instruction
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
4. **School Culture and Climate:** A safe, orderly and respectful environment for students and a collegial and collaborative culture among teachers

**Interim Benchmarks**

Interim benchmarks will be used to assess progress in this Turnaround Practice during the 2017-18 school year by both the school and district.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.

* **Interim Benchmarks for Teachers and Practitioners** 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.
* **Interim Benchmarks for Students** 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.

**Additional guidance and sample benchmarks** for all Turnaround Practice areas are available in the [Level 4 Turnaround Plan Guidance Document](http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-4-turnaround-plan-guidance.pdf). Sample benchmarks are intended to prompt the team’s thinking and 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.

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/school-redesign-grants/school-redesign-grants-information.html> [↑](#footnote-ref-1)
2. MAGs 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. [↑](#footnote-ref-2)