1. **Submission Requirements and Important Dates and Notes**

FY20 SRG Application packet includes the following parts:

1. FY20 School Turnaround Plan
2. FY20 Budget Workbook (Note: Budget Workbook directions are in the Budget Workbook Excel spreadsheet.)
3. Eligibility Checklist
4. Signed Cover Sheet from the budget workbook

**By noon on April 30, 2019 email the application packet to SRG@doe.mass.edu:**

**The SRG application process includes the following components**

1. District and school completion and submission of the application for each SRG school by **April 30, 2019**
2. Formal review of each SRG application by DESE based on the scoring rubric (the rubric is Appendix A, provided below) in early to mid-May
3. District and school leaders will be interviewed by DESE staff in mid to late May
4. Announcement of award of FY20 funding by June, 2019

**Other Important Notes:**

* Applications will be scored using a review process by DESE according to the Scoring Rubric (Appendix A)
* We *strongly recommend* reviewing the scoring rubric. This will help schools ensure the application aligns with grant expectations.Schools applying for funding should carefully review ALL rubric items and grant requirements to ensure they are addressed in the turnaround plan narrative *prior* to submitting the grant application.
* Any questions regarding the SRG application should be directed to Michael Seymour at [mseymour@doe.mass.edu](mailto:mseymour@doe.mass.edu) or 781-338-3514.

1. **Overview**

School Redesign Grants (SRG) are federally-funded, competitive grants that help districts improve their lowest performing schools. SRG helps districts and schools meet students' needs through funding improvement strategies such as increased time for student learning, professional development for educators, and academic enrichment programs for students. Each year eligibility is determined by the lowest performing schools in the Commonwealth based on our state's accountability system.

Research shows that Massachusetts turnaround schools that achieved dramatic academic and non-academic improvements have actively utilized the authoritiesafforded to them through Underperforming 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 (Turnaround Practice 1)**
* **Intentional practices for improving instruction (Turnaround Practice 2)**
* **Student-specific supports and instruction to all students (Turnaround Practice 3)**
* **School culture and climate (Turnaround Practice 4)**

Educators can access and learn from the effective turnaround practices engaged in by schools in Massachusetts which will inform their thinking and planning. Resources on turnaround efforts in Massachusetts can be found on the DESE’s [website](http://www.doe.mass.edu/turnaround/howitworks).

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

* + - * A streamlined plan 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

1. **Guidance**

**SRG application process:**

The SRG application process has been streamlined for the 2019-2020 school year. The main component of the SRG application is completing a school turnaround plan (the budget workbook and eligibility checklist will comprise the rest of the application). The DESE has created myriad resources around turnaround plan guidance. These resources capture the format the turnaround plan needs to take, along with guidance on the content that will be written. Also included is more in-depth guidance for each section of the turnaround plan. The DESE *strongly encourages* schools and districts to access these resources when writing a turnaround plan. Turnaround Plan resources can be found [here](http://www.doe.mass.edu/turnaround/level4/guidance.html?section=stakeholder).

1. **Resources**

* [Turnaround Plan Guidance](http://www.doe.mass.edu/turnaround/level4/guidance.html)
* [Turnaround Practices Research and Evaluation Reports](http://www.doe.mass.edu/turnaround/howitworks/reports.html)
* [Turnaround Sustainability Toolkit](http://www.doe.mass.edu/turnaround/redesign/)

1. **Appendix A: Scoring Rubric**

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

**Application Review Components**

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| **Component** | **Process** |
| Part 1: Review of Written Turnaround Plan | 3-person review teams (1 external reviewer, 2 internal DESE reviewers) read the written turnaround plan and develop a team score based on the scoring rubric, generate questions, and identify rubric items to be addressed in interview, and ensure proposal meets all School Redesign Grant requirements |
| Part 2: Budget Review | Internal budget review based on the scoring rubric |
| Part 3: School and District Interview | 3-person interview team (1 external reviewer, 2 internal DESE reviewers) conducts a two hour school and district interview for each application and comes to a team score based on the scoring rubric |

**Application Review Dimensions**

Each component of a School Redesign Grant application for an eligible school will be reviewed along three rubric dimensions.

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| **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 turnaround plan and the successful implementation of the turnaround practices. |
| Data Analysis and Selection of Supports | The extent to which the turnaround plan is based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments, educator data, and other student data. The extent to which the proposed intervention model and district support strategies are based upon an analysis of data. |
| Strategic and Actionable Approach | The extent to which the turnaround plan displays a strategic and well-thought out approach that will lead to rapid and sustainable improvement in targeted schools. A strategic and actionable plan includes, but is not limited to: (1) a theory of action or logic model, (2) key strategies and action steps that together affect each turnaround practice, and (3) specific benchmarks to track progress and a strategy for monitoring progress. |

**Scoring Criteria:** All School Redesign Grant written applications and interviews are scored against the following rubrics. Applications must receive a total combined score of at least 87 out of 116 (75%) to be considered for funding.

**School Redesign** **Grant (SRG) Rubric Levels**

Each element within each dimension described above will be rated using the following scale.

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| **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 |

\*If any rubric items are “marginal,” “weak” or “absent” during the review of the turnaround plan and budget review, those rubric items will move to the interview portion of the review process where school and district leaders will have the opportunity to provide additional information on rubric items that were not sufficiently addressed.

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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 turnaround plan and the successful implementation of the turnaround practices. | | | | | | | | | | | | | | |
|  | | | **Strong - 4** | | | **Adequate - 3** | | | **Marginal - 2** | | | **Weak - 1** | | |
| 1:  Turnaround Plan Executive Summary | | | The overall rationale for school turnaround and key strategies that will be used to accelerate improvement in each turnaround practice are *clearly* described **AND** the plan *clearly* describes how the proposed strategies will be different from previous school improvement efforts. | | | The overall rationale for school turnaround and key strategies that will be used to accelerate improvement in each turnaround practice are *generally* described **AND** the plan *generally* describes how the proposed strategies will be different from previous school improvement efforts. | | | The overall rationale and key strategies that will be used to accelerate improvement in each turnaround practice are unclear **OR** the plan does not clearly describe how the proposed strategies will be different from previous school improvement efforts. | | | The overall rationale and key strategies that will be used to accelerate improvement in each turnaround practice are unclear **AND** the plan does not clearly describe how the proposed strategies will be different from previous school improvement efforts. | | |
| 2:  District Support | | | The application provides a *detailed* description of how the district is actively and meaningfully supporting the school in its improvement efforts. | | | The application provides a *general* description of how the district is actively and meaningfully supporting the school in its improvement efforts. | | | The 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 application provides a partial or weak description of how the district is supporting the school in its improvement efforts. | | |
| 3:  District Capacity | | | The plan provides a compelling case that the district has the ability and full complement of necessary authorities to support the school’s implementation of the turnaround plan, including those related to the grant requirements **AND** *detailed* evidence is provided that affected collective bargaining units are supportive of the turnaround plan. | | | The plan provides a general description of how the district has the ability and necessary authorities to support the school’s implementation of the turnaround plan, including those related to the grant requirements **AND** at least *general* evidence is provided that affected collective bargaining units are supportive of the turnaround plan. | | | The plan provides a marginal or partial description of how the district has the ability and necessary authorities to support the school’s implementation of the turnaround plan, including those related to the grant requirements **OR** *limited* evidence is provided that affected collective bargaining units are supportive of the turnaround plan. | | | The plan provides little to no description of how the district has the ability and necessary authorities to support the school’s implementation of the turnaround plan, including those related to the grant requirements **AND** limited or no evidence is provided that affected collective bargaining units are supportive of the turnaround plan. | | |
| 4:  School Leadership | | | The plan provides a *detailed* description of how the principal has the necessary competencies and experience to lead a successful school turnaround effort, including data from previous school(s). If a new principal has yet to be chosen, the plan describes *in detail* how the district will recruit, screen, and select a school leader that has a proven track record of rapidly advancing student achievement in a low-performing school. | | | The plan *generally* describes how the principal has the necessary competencies and experience to lead a successful school turnaround effort. If a new principal has yet to be chosen, the plan *generally* describes how the district will recruit, screen, and select a school leader that has a proven track record of rapidly advancing student achievement in a low-performing school. | | | The plan provides *partial detail* as to how the selected leader has the necessary competencies and experience to lead a successful turnaround effort. If a new principal has not yet been chosen, the plan does not provide sufficient detail as to how it will recruit, screen and/or select a school leader with a proven track record of rapidly advancing student achievement in a low-performing school. | | | The plan provides *limited* evidence that the selected leader has the necessary competencies and experience to lead a successful turnaround effort. If a new principal has not yet been chosen, the plan provides limited evidence that the district has a sufficient process for recruiting, screening, and selecting a proven turnaround leader for the school. | | |
| 5:  External Partners | | | The plan provides a compelling case for how the district will recruit, screen and select external partners **AND** describes in detail systems/structures for coordinating and holding external providers accountable for meeting agreed-upon performance benchmarks. | | | The plan generally describes how the district will recruit, screen and select external partners **AND** generally describes systems/structures for coordinating and holding external providers accountable for meeting agreed-upon performance benchmarks. | | | The plan generally describes how the district will recruit, screen and select external partners **OR** generally describes systems/structures for coordinating and holding external providers accountable for meeting agreed-upon performance benchmarks. | | | The plan provides limited evidence of how the district will recruit, screen and select external partners and how they will be held accountable to agreed-upon performance benchmarks. | | |
| 6:  High-Quality Instructional Staff | | | The plan describes in detail how the district and/or school leadership will use staffing autonomy to ensure the right staff are in the right positions to rapidly advance student achievement at the school, including describing in detail processes for **each** of the following:   * Assessing the will and skill of current staff * Recruiting, screening, and selecting high-quality instructional staff to fill vacancies * Assigning and adjusting positions, titles, and roles that best meet the needs of the turnaround plan | | | The plan provides a general description of how the district and/or school leadership will use staffing autonomy to ensure the right staff are in the right positions to rapidly advance student achievement at the school, including at least general descriptions of processes for **each** of the following:   * Assessing the will and skill of current staff * Recruiting, screening, and selecting high-quality instructional staff to fill vacancies * Assigning and adjusting positions, titles, and roles that best meet the needs of the turnaround plan | | | The plan provides a general description of how the district and/or school leadership will use staffing autonomy to ensure the right staff are in the right positions to rapidly advance student achievement at the school, including general descriptions of processes for **some, but not all**, of the following:   * Assessing the will and skill of current staff * Recruiting, screening, and selecting high-quality instructional staff to fill vacancies * Assigning and adjusting positions, titles, and roles that best meet the needs of the turnaround plan | | | The plan provides a limited description of how the district and/or school leadership will use staffing autonomy to ensure the right staff are in the right positions to rapidly advance student achievement at the school, **OR** provides limited or no descriptions of processes for at least **one of the following**:   * Assessing the will and skill of current staff * Recruiting, screening, and selecting high-quality instructional staff to fill vacancies * Assigning and adjusting positions, titles, and roles that best meet the needs of the turnaround plan | | |
| 7: Stakeholder Input | | | The plan provides a detailed description, including stakeholder recommendations, of how the district and school have gathered and used input from stakeholders to inform the turnaround plan **AND** how input from stakeholders will be used to support the continued implementation of the turnaround plan. | | | The plan provides a general description, including stakeholder recommendations, of how the district and school gathered and used input from stakeholders to inform the turnaround plan **AND** how input from stakeholders will be used to support the continued implementation of the turnaround plan. | | | The plan contains a marginal description of how the district and school collected information from stakeholders to inform the turnaround plan **OR** it is unclear how input from stakeholders was used in the development of the Turnaround Plan and how stakeholders will be used to support the continued implementation of the turnaround plan. | | | It is unclear if the district and school collected information from stakeholders to inform the turnaround plan **AND** how input from stakeholders will be used to support the continued implementation of the turnaround plan. | | |
| 8:  School Teams | | | The plan provides a *detailed* description of each school-level team *(i.e. instructional leadership team, data team, etc.)* including a detailed explanation of **each** of the following:   * How each team will foster staff input and influence on school-wide decisions that result in stronger implementation of the turnaround plan * How the work of all teams will be integrated to work together coherently | | | The plan provides a *general* description of each school-level team *(i.e. instructional leadership team, data team, etc.)* including a general explanation of **each** of the following:   * How each team will foster staff input and influence on school-wide decisions that result in stronger implementation of the turnaround plan * How the work of all teams will be integrated to work together coherently | | | The plan provides a *marginal* description of each school-level team *(i.e. instructional leadership team, data team, etc.)* including a marginal explanation of **either** of the following:   * How each team will foster staff input and influence on school-wide decisions that result in stronger implementation of the turnaround plan * How the work of all teams will be integrated to work together coherently | | | The plan provides a *limited* description of each school-level team *(i.e. instructional leadership team, data team, etc.)* **OR** a limited explanation of **either** of the following:   * How each team will foster staff input and influence on school-wide decisions that result in stronger implementation of the turnaround plan * How the work of all teams will be integrated to work together coherently | | |
| 9:  Use of Authority for Utilization of Time | | | The plan provides *strong* evidence of how school leadership will exercise authorities and flexibilities to adjust the content, focus, schedule, and composition of collaborative structures as needed to further improve teaching and learning. | | | The plan provides *some* evidence of how school leadership will exercise authorities and flexibilities to adjust the content, focus, schedule, and composition of collaborative structures as needed to further improve teaching and learning. | | | The plan provides *marginal* evidence of how school leadership will exercise authorities and flexibilities to adjust the content, focus, schedule, and composition of collaborative structures as needed to further improve teaching and learning. | | | The plan provides *limited* evidence of how school leadership will exercise authorities and flexibilities to adjust the content, focus, schedule, and composition of collaborative structures as needed to further improve teaching and learning. | | |
| 10:  Feedback to Improve Instruction | | | The application describes *in detail* how school leadership uses formal and informal observations of instructional practice for **each** of the following:   * Consistently communicating a clear instructional focus that represents high expectations for students and staff * Conducting daily or weekly classroom observations and sharing specific and actionable feedback with teachers and teacher teams * Analyzing the feedback in conjunction with other data to guide individual and school-wide professional development and other strategic decisions * Ensuring feedback is professionally valued and promotes a school-wide mindset to collectively improve adult practice. | | | The application *generally* describes how school leadership uses formal and informal observations of instructional practice for **each** of the following:   * Consistently communicating a clear instructional focus that represents high expectations for students and staff * Conducting daily or weekly classroom observations and sharing specific and actionable feedback with teachers and teacher teams * Analyzing the feedback in conjunction with other data to guide individual and school-wide professional development and other strategic decisions * Ensuring feedback is professionally valued and promotes a school-wide mindset to collectively improve adult practice. | | | The application generally describes how school leadership uses formal and informal observations of instructional practice for **some, but not all,** of the following:   * Consistently communicating a clear instructional focus that represents high expectations for students and staff * Conducting daily or weekly classroom observations and sharing specific and actionable feedback with teachers and teacher teams * Analyzing the feedback in conjunction with other data to guide individual and school-wide professional development and other strategic decisions * Ensuring feedback is professionally valued and promotes a school-wide mindset to collectively improve adult practice. | | | The application provides a limited description of how school leadership uses formal and informal observations of instructional practice **OR** provides limited descriptions of systems and processes for **some** of the following:   * Consistently communicating a clear instructional focus that represents high expectations for students and staff * Conducting daily or weekly classroom observations and sharing specific and actionable feedback with teachers and teacher teams * Analyzing the feedback in conjunction with other data to guide individual and school-wide professional development and other strategic decisions * Ensuring feedback is professionally valued and promotes a school-wide mindset to collectively improve adult practice. | | |
|  | | | **Strong - 4** | | | **Adequate - 3** | | | **Marginal - 2** | | | **Weak - 1** | | |
| 11:  Professional Collaboration Among All Staff | | | The application provides *detailed* evidence that the school has developed and is improving communication systems and structures that support professional collaboration and school turnaround, that directly address:   * Building trusting relationships across all staff and a culture of continuous professional growth * Communicating instructional goals and expectations * Creating ownership for the success of all students * Embedding opportunities to openly share and improve practice * Encouraging teacher agency and responsibility for meeting school-wide goals * Deepening a common sense of urgency | | | The application provides *general* evidence that the school has developed and is improving communication systems and structures that support professional collaboration and school turnaround, that address **some** of the following:   * Building trusting relationships across all staff and a culture of continuous professional growth * Communicating instructional goals and expectations * Creating ownership for the success of all students * Embedding opportunities to openly share and improve practice * Encouraging teacher agency and responsibility for meeting school-wide goals * Deepening a common sense of urgency | | | The application describes professional collaboration opportunities that aren’t clearly connected as a system **OR** only generally addresses **less than 4** of the following:   * Building trusting relationships across all staff and a culture of continuous professional growth * Communicating instructional goals and expectations * Creating ownership for the success of all students * Embedding opportunities to openly share and improve practice * Encouraging teacher agency and responsibility for meeting school-wide goals * Deepening a common sense of urgency | | | The application describes a variety of discreet professional collaboration opportunities **AND** only generally addresses **less than 4** of the following:   * Building trusting relationships across all staff and a culture of continuous professional growth * Communicating instructional goals and expectations and reflect on progress * Creating ownership for the success of all students * Embedding opportunities to openly share and improve practice * Encouraging teacher agency and responsibility for meeting school-wide goals * Deepening a common sense of urgency | | |
| 12:  Addressing the Needs of Students of Color | | | There is a *clear* data analysis of students of color **AND** the plan *clearly* describes what steps will be taken to specifically address the needs of students of color. | | | There is a *general* data analysis of students of color **AND** the plan *generally* describes what steps will be taken to specifically address the needs of students of color. | | | There is a general data analysis of students of color **OR** the plan generally describes what steps will be taken to specifically address the needs of students of color. | | | There is a little to no data analysis of students of color **AND** the plan vaguely describes what steps will be taken to specifically address the needs of students of color (or there is no plan at all). | | |
| **Data Analysis and Selection of Supports**  Scoring Criteria: The extent to which the turnaround plan is based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments, educator data, and other student data. The extent to which the proposed intervention model and district support strategies are based upon an analysis of data. | | | | | | | | | | | | | | |
|  | | | **Strong – 4** | | | **Adequate - 3** | | | **Marginal - 2** | | | **Weak – 1** | | |
| 13:  Data Analysis | | | The application provided and used detailed, pertinent, and multiple data sources (such as demographic, achievement, perceptual, and observational data) to identify key assets and challenges and probed for causation. The plan also clearly described how proposed turnaround strategies in each turnaround practice are linked to an analysis of data and root cause. | | | The application identifies key assets and challenges through a general data analysis using multiple data sources (such as demographic, achievement, perceptual, and observational data) and probed for causation. The plan also described how most of the proposed turnaround strategies in each turnaround practice are linked to an analysis of data and root cause. | | | The application identifies key assets and challenges through a general data analysis. The application did not probe for causation OR provided a limited description of how proposed turnaround strategies in each turnaround practice are linked to an analysis of data and root cause. | | | The application provided a weak analysis of assets and challenges using limited data sources AND the application did not probe for causation OR provided a limited description of how proposed turnaround strategies in each turnaround practice are linked to an analysis of data and root cause. | | |
| 14:  Strategic Benchmarks | | | Throughout the application, interim benchmarks are precise, measurable, and time-bound (e.g., 3- 6- or 12-month; or by December 2019). Benchmarks are clearly aligned with the key strategies described in the plan, and there are clear connections between implementing a strategy and meeting the described benchmarks. | | | The application provides many interim benchmarks that are precise, measurable, and time-bound (e.g., 3- 6- or 12-month; or by December 2019). Benchmarks are mostly aligned with the key strategies described in the plan, and there are many connections between implementing a strategy and meeting the described benchmarks. | | | The application provides some measureable interim benchmarks for accomplishing key strategies to address the areas of need identified in the plan. Benchmarks 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. | | | The application lacks measureable interim benchmarks for accomplishing key strategies to address the areas of need identified in the plan. Benchmarks are minimally aligned with the key strategies described in the plan, and connections between implementing a strategy and meeting the described benchmarks are lacking. | | |
| 15: Measurable Annual Goals  (MAGs) | | | *All* MAGs are clearly described and explicitly linked to district and school-level data and needs analysis. | | | *Most* MAGs are clearly described and explicitly linked to district and school-level data and needs analysis. | | | *Some* of the MAGs are clearly described and generally linked to district and school-level data and needs analysis. | | | *Few* or none of the MAGs are clearly described and generally linked to district and school-level data and needs analysis | | |
| **Strategic and Actionable Approach**  Scoring Criteria: The extent to which the turnaround plan displays a strategic and well-thought out approach that will lead to rapid and sustainable improvement in targeted schools. A strategic and actionable plan includes, but is not limited to: (1) a theory of action or logic model, (2) key strategies and action steps that together affect each turnaround practice, and (3) specific benchmarks to track progress and a strategy for monitoring progress. | | | | | | | | | | | | | | |
|  | | | **Strong – 4** | | | **Adequate - 3** | | | **Marginal - 2** | | | **Weak – 1** | | |
| 16:  Theory of Action | | | The plan describes a *detailed* and strategic theory of action focused on promoting rapid student achievement and building the school’s capacity to sustain efforts beyond the proposed funding schedule. | | | The plan describes a *general* theory of action focused on promoting rapid student achievement and building the school’s capacity to sustain efforts beyond the proposed funding schedule. | | | The plan’s theory of action is marginally focused on promoting rapid student achievement and building the school’s capacity to sustain efforts beyond the proposed funding schedule. | | | The plan’s theory of action is not clearly focused on promoting rapid student achievement and building the school’s capacity to sustain efforts beyond the proposed funding schedule. | | |
| 17:  Intentional Practices for Improving Instruction | | | The application clearly describes how school leadership has defined a clear instructional focus and shared expectations for instructional practice, and that directly address **each** of the following:   * The student need the focus addresses * The data used to identify and monitor goals in a way that promotes rigor and maintains high expectations for adults and students. * How the school ensures that all staff understand and can apply instructional practices * How instruction will be aligned to state standards (MA Curriculum Frameworks) and delivered in a way that is rigorous, differentiated, engaging, and relevant to students * How the school schedule is maximized to ensure all students receive a well-rounded course of studies | | | The application generally describes how school leadership has defined a clear instructional focus and shared expectations for instructional practice, and that generally address **each** of the following:   * The student need the focus addresses * The data used to identify and monitor goals in a way that promotes rigor and maintains high expectations for adults and students. * How the school ensures that all staff understand and can apply instructional practices * How instruction will be aligned to state standards (MA Curriculum Frameworks) and delivered in a way that is rigorous, differentiated, engaging, and relevant to students * How the school schedule is maximized to ensure all students receive a well-rounded course of studies | | | The application generally describes how school leadership has defined a clear instructional focus and shared expectations for instructional practice, and that generally addressed **some but not all (at least 3)** of the following:   * The student need the focus addresses * The data used to identify and monitor goals in a way that promotes rigor and maintains high expectations for adults and students. * How the school ensures that all staff understand and can apply instructional practices * How instruction will be aligned to state standards (MA Curriculum Frameworks) and delivered in a way that is rigorous, differentiated, engaging, and relevant to students * How the school schedule is maximized to ensure all students receive a well-rounded course of studies | | | The application provides a limited description of how school leadership has defined a clear instructional focus and shared expectations for instructional practice, **or only address two (2) of the** following:   * The student need the focus addresses * The data used to identify and monitor goals in a way that promotes rigor and maintains high expectations for adults and students. * How the school ensures that all staff understand and can apply instructional practices * How instruction will be aligned to state standards (MA Curriculum Frameworks) and delivered in a way that is rigorous, differentiated, engaging, and relevant to students * How the school schedule is maximized to ensure all students receive a well-rounded course of studies | | |
|  | | | **Strong – 4** | | | **Adequate - 3** | | | **Marginal - 2** | | | **Weak – 1** | | |
| 18:  Tiered Academic and Non-Academic Supports | | | The application provides *detailed* evidence that the school has developed and is improving its system to identify and provide targeted supports for students’ academic and non-academic needs, and directly improving **each** of the following:   * using a variety of ongoing assessments to identify student needs * providing student-specific interventions, enrichments, and supports * monitoring the impact of both academic and social/emotional interventions * adapting and modifying structures and resources to improve both core and targeted supports | | | The application *generally* describes how the school has developed and is improving its system to identify and provide targeted supports for students’ academic and non-academic needs, including at least general descriptions of **each** of the following:   * using a variety of ongoing assessments to identify student needs * providing student-specific interventions, enrichments, and supports * monitoring the impact of both academic and social/emotional interventions * adapting and modifying structures and resources to improve both core and targeted supports | | | The application generally describes a clear system to identify and provide targeted supports for students’ academic and non-academic needs, including at **least general descriptions of some of the following:**   * using a variety of ongoing assessments to identify student needs * providing student-specific interventions, enrichments, and supports * monitoring the impact of both academic and social/emotional interventions * adapting and modifying structures and resources to improve both core and targeted supports | | | The application provides a limited description of a clear system to identify and provide targeted supports for students’ academic and non-academic needs, **OR** provides limited descriptions of **most of the following**:   * using a variety of ongoing assessments to identify student needs * providing student-specific interventions, enrichments, and supports * monitoring the impact of both academic and social/emotional interventions * adapting and modifying structures and resources to improve both core and targeted supports | | |
| 19:  School Culture and Climate | | | The application provides *detailed* evidence that the school has developed and is improving its approach to ensuring a safe, orderly, and respectful environment, and that directly includes:   * a clear set of shared behavioral expectations and practices that support students’ learning * proactive approaches to develop the intra-personal and inter-personal social and emotional skills of students and adults * strategies to build staff capacity to deliver culturally relevant instruction to students * strategies to encourage student expression, autonomy and leadership | | | The application *generally* describes how the school has developed and is improving its approach to ensuring a safe, orderly, and respectful environment, and that includes:   * a clear set of shared behavioral expectations and practices that support students’ learning * proactive approaches to develop the intra-personal and inter-personal social and emotional skills of students and adults * strategies to build staff capacity to deliver culturally relevant instruction to students * strategies to encourage student expression, autonomy and leadership | | | The application generally describes how the school has developed and is improving its approach to ensuring a safe, orderly, and respectful environment, and that addresses **some of the following:**   * a clear set of shared behavioral expectations and practices that support students’ learning * proactive approaches to develop the intra-personal and inter-personal social and emotional skills of students and adults * strategies to build staff capacity to deliver culturally relevant instruction to students * strategies to encourage student expression, autonomy and leadership | | | The application provides a limited description of how the school has developed and is improving its approach to ensuring a safe, orderly, and respectful environment, **addressing few to none of the following:**   * a clear set of shared behavioral expectations and practices that support students’ learning * proactive approaches to develop the intra-personal and inter-personal social and emotional skills of students and adults * strategies to build staff capacity to deliver culturally relevant instruction to students * strategies to encourage student expression, autonomy and leadership | | |

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| --- | --- | --- | --- | --- |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 20:  Family Engagement | The application provides a *detailed* description of how the school engages families as respected partners in the learning of their children, including *detailed* descriptions of **each** of the following:   * Frequent positive communication around student progress and families’ goals for their children * Opportunities for teachers and families to learn from and with each other in culturally relevant ways that support the work of the school * Communications with families in multiple languages, as needed. * Strategies that involve all staff in this effort rather than relying on one designee | The application *generally* describes how the school engages families as respected partners in the learning of their children, including at least *general* descriptions of **each** of the following:   * Frequent positive communication around student progress and families’ goals for their children * Opportunities for teachers and families to learn from and with each other in culturally relevant ways that support the work of the school * Communications with families in multiple languages, as needed. * Strategies that involve all staff in this effort rather than relying on one designee | The application generally describes how the school will engage families as respected partners in the learning of their children, including at least *general* descriptions of **some** of the following:   * Frequent positive communication around student progress and families’ goals for their children * Opportunities for teachers and families to learn from and with each other in culturally relevant ways that support the work of the school * Communications with families in multiple languages, as needed. * Strategies that involve all staff in this effort rather than relying on one designee | The application provides a limited description of how the school will engage families as respected partners in the learning of their children, **OR** provides *limited* descriptions **of some of the following:**   * Frequent positive communication around student progress and families’ goals for their children * Opportunities for teachers and families to learn from and with each other in culturally relevant ways that support the work of the school * Communications with families in multiple languages, as needed. * Strategies that involve all staff in this effort rather than relying on one designee |
| 21:  District Monitoring | The application includes a *detailed* description of district system to monitor benchmarks to evaluate the effectiveness of turnaround implementation efforts at the school and district level AND a description of explicit shifts in district actions or policies needed to support successful turnaround efforts. | The application includes a *general* description of district systems to monitor benchmarks to evaluate the effectiveness of turnaround implementation efforts at the school and district level AND a general description of shifts in district actions or policies needed to support successful turnaround efforts. | The 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 and does not describe shifts in district actions or policies that may be needed to support turnaround efforts. | The 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 and there is minimal to no description of shifts in district actions or policies. |
| 22:  School Monitoring | It is clear throughout the application that the school is actively collecting data, monitoring progress towards turnaround goals and benchmarks, and using that information to modify strategies and initiatives. | It is present throughout the application 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 application could use some improvement to be fully effective. | It is unclear throughout the 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. |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 23:  Multi-Year Financial Plan | The multi-year financial plan provides *strong* evidence that the principal has the necessary budget autonomy to strategically use and align resources to implement the turnaround plan by:   * specifically identifying sources and amounts (either new or repurposed) of funds that will complement the grant funds to support timely implementation, * clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability, * and provides evidence that district and school leadership has considered the cost implications of the selected strategies and how each can be sustained after the grant has ended. | The multi-year financial plan provides *adequate* evidence that the principal has the necessary budget autonomy to strategically use and align resources to implement the turnaround plan by:   * specifically identifying sources and amounts (either new or repurposed) of funds that will complement the grant funds to support timely implementation, * clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability, * and provides evidence that district and school leadership has considered the cost implications of the selected strategies and how each can be sustained after the grant has ended. | The multi-year financial plan provides *marginal* evidence that the principal has the necessary budget autonomy to strategically use and align resources to implement the turnaround plan by:   * specifically identifying sources and amounts (either new or repurposed) of funds that will complement the grant funds to support timely implementation, * clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability, * and provides evidence that district and school leadership has considered the cost implications of the selected strategies and how each can be sustained after the grant has ended. | The multi-year financial plan provides *limited* to no evidence that the principal has the necessary budget autonomy to strategically use and align resources to implement the turnaround plan by:   * specifically identifying sources and amounts (either new or repurposed) of funds that will complement the grant funds to support timely implementation, * clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability, * and provides evidence that district and school leadership has considered the cost implications of the selected strategies and how each can be sustained after the grant has ended. |

**Budget Review Items:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strong - 4** | **Adequate - 3** | **Marginal - 2** | **Weak - 1** |
| 24:  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 turnaround plan. | 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 turnaround plan. | The budget narrative justifies how *some* proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key strategies as proposed in the turnaround plan. | 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 turnaround plan. |
| 25:  Data use and Funding Sustainability | Clearly describes how the school uses data to target or refine supports and inform future funding decisions AND clearly notes how efforts can be sustained once grant funding has ended. | Generally describes how the school uses data to target or refine supports and inform future funding decisions AND generally notes how efforts can be sustained once grant funding has ended. | Generally describes how the school uses data to target or refine supports and inform future funding decisions OR generally notes how efforts can be sustained once grant funding has ended. | It is unclear how the school uses data to target or refine supports and inform future funding decisions AND unclear how efforts can be sustained once grant funding has ended. |

**Interview Scoring Rubric**

Interview Process

All applicants will participate in a two-hour interview that addresses the rubric items below, as well as any rubric items that received a score of “2” or less. Rubric items will be re-scored based on the interview team’s response and evidence within the written application.

During the interview, the interview team will be asked to provide a 15-20 minute presentation of the proposed turnaround plan. After the presentation, district and school team members will be jointly asked to respond to a set of standard questions and to address areas in the proposal that the review team identified as needing clarification or additional detail. The following interview scoring rubric will be used during the interview process as well as the rubric for items that initially received a “2” or less.

The interview team for each application should include:

* From the **district**: (1) the Superintendent (or designee); (2) a member of the School Committee; (3) the district leader responsible for coordinating the implementation of school turnaround efforts; (4) and a member of the managing or lead partner team (if applicable); and
* Up to five individuals from the **school**: (1) the Principal (or designee); (2) a member of the school’s leadership team; (3) the administrator(s) responsible for coordinating and managing school turnaround effort (if applicable); and (4) teachers or other individuals (e.g., parents, students) that can speak to the willingness of the school to engage in the proposed turnaround effort.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strong – 4** | **Adequate – 3** | **Marginal - 2** | **Weak – 1** |
| 26:  District Knowledge of Turnaround Plan and Readiness for Turnaround | District representatives *clearly* describe the central issues and needs facing the district and applicant school, provide a strong rationale for the selected turnaround strategies, and discuss the major actions (policy, structural, cultural, other) that will occur as part of turnaround efforts. The team clearly describes how implementation challenges will be addressed. | District representatives *adequately* describe the central issues and needs facing the district and applicant school, provide an adequate rationale for the selected turnaround strategies, and discuss the major actions (policy, structural, cultural, other) that will occur as part of turnaround efforts. The team generally describes how implementation challenges will be addressed. | District representatives *marginally* describe the central issues and needs facing the district and applicant school, provide a marginal rationale for the selected turnaround strategies, and marginally discuss the major actions (policy, structural, cultural, other) that will occur as part of redesign efforts. It is not clear how implementation challenges will be addressed. | District representatives do not acknowledge or describe central issues and needs. Key implementation challenges are not voiced or there is no clear strategy for addressing challenges. |
| 27:  School Knowledge of Turnaround Plan and Readiness for Turnaround | School representatives *clearly* describe the central issues and needs facing the school, provide a strong rationale for selected turnaround strategies, and discuss the major actions that will occur as part of turnaround efforts. The team clearly describes how implementation challenges will be addressed. | School representatives *generally* describe the central issues and needs facing the school and generally explain why strategies were selected. There is general discussion of how implementation challenges will be addressed. | School representatives *marginally* describe the issues and needs facing the school and provide some reasons for why strategies were selected. There is some discussion of how implementation challenges will be addressed. | School representatives do not acknowledge or describe central issues and needs. Key implementation challenges are not voiced or there is no clear strategy for addressing challenges. |
| 28:  Unified Response | *All* team members describe a unified and systematic approach to turnaround and an urgency to change and improve, and each member is able to articulate their specific role in the school’s turnaround process. | *Most* team members describe a unified and systematic approach to turnaround and an urgency to change and improve, and most members were able to articulate their specific role in the school’s turnaround process. | Most team members describe a unified and systematic approach to turnaround and an urgency to change and improve **OR** most members were able to articulate their specific role in the school’s turnaround process. | Only a few members answered the majority of questions, making it unclear if all team members were unified in the approach to turnaround, have a sense of urgency to change or improve, and aware of their specific roles in the turnaround process. |
| 29:  Ability to Address Questions | School representatives *fully* address questions regarding proposed strategies and actions, specifically in any areas rated below adequate in the review of the turnaround plan. | School representatives *adequately* address nearly all of the questions regarding proposed strategies and actions, specifically in those areas rated below adequate in the review of the turnaround plan. | School representatives *marginally* address some of the questions regarding proposed turnaround strategies, specifically in those areas rated below adequate in the review of the turnaround plan. | School representatives address none, or only a few of the questions in those areas rated below adequate in the review of the turnaround plan. |

**School Redesign Grant Scoring Sheet**

District Name:

School Name:

Review Team:

|  | **Capacity and Commitment** | **Data Analysis** | **Strategic and Actionable Approach** | **Total** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Required Elements** | 48 | 12 | 32 | 92 |  |
| **Interview Score** | 16 |  |  | 16 |  |
| **Budget Review** |  |  | 8 | 8 |  |
| **Totals** | 64 | 12 | 40 | **116** |  |

**\*** All Applications must receive a total combined score of at least 87 out of 116 (75%) to be considered for funding.