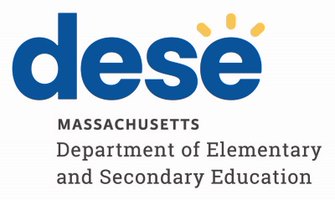
**Southbridge Public Schools District Turnaround Plan**

**November 22, 2022**



November 22, 2022

Students, families, educators, staff, partners, community members, and friends of the Southbridge Public Schools:

Over the past three years, the Southbridge Public Schools community has shown great strength and resilience in pursuing the work of district turnaround, even while addressing the challenges of a global pandemic. Strong community relationships, the talent of our students and staff, and our determination to provide Southbridge children with a world-class education have enabled the district to stay focused on the strategic priorities of the Turnaround Plan originally presented in June 2016. Six years into the district’s turnaround, improvements to district systems have gained traction across the district, setting the stage for advancements in student learning. Under the leadership of Receiver Jeffrey Villar, Southbridge Public Schools is becoming a cohesive, data-driven system that provides school leaders and their teams with the supports necessary to create learning environments that deliver on the promise of a world-class education for all students.

We remain firmly committed to the vision that motivated the original Turnaround Plan for Southbridge Public Schools in 2016, shaped by the voices of Southbridge’s students, families, educators and community members:

**In the Southbridge Public Schools, ALL students will experience a world-class education and will graduate as engaged citizens who demonstrate the essential skills required for success in college and career.**

In the face of unprecedented challenges created by the COVID-19 pandemic, the district’s instructional improvements have not yet demonstrated their full impact on student achievement outcomes. Yet there have been signs of progress even during the most disrupted school years, and the district is poised to accelerate student growth more rapidly as the community continues to emerge from the pandemic.

Accompanying this letter is the three-year renewal of the November 2019 Southbridge Public Schools Turnaround Plan. As in the 2019 plan renewal, we have included updates that describe the areas in which the district has made progress to date and provided details about the turnaround plan’s implementation going forward. We remain steadfast in our belief that this Plan will result in significant gains for the children of Southbridge. We ask for your ongoing partnership as we continue this vital work of transforming the Southbridge Public Schools.

Sincerely,

Jeffrey Villar Jeffrey C. Riley

Receiver Commissioner

Southbridge Public Schools Department of Elementary and Secondary Education

# **Executive Summary**

Southbridge is a community that is rich in diversity, history, and resiliency. Its children deserve access to a world-class education that leverages these assets and prepares students for a future full of possibilities.

In January 2016, the Massachusetts Board of Elementary and Secondary Education voted to designate the Southbridge Public Schools (SPS) as chronically underperforming, placing the district in state receivership.[[1]](#footnote-2) In May of 2016, Dr. Jessica Huizenga became the Receiver for SPS. On May 30, 2017, Senior Associate Commissioner Dr. Russell Johnston was appointed interim receiver for the district. On January 19, 2018, after a robust executive leadership search involving input from Southbridge community members, staff, and students, Acting Commissioner Jeffrey Wulfson appointed Dr. Jeffrey Villar as the Receiver for the district. During his tenure, Receiver Villar has assembled a strong leadership team and established stability in SPS.

Receiver Villar and his leadership team have made measurable progress in improving the climate and culture of schools and built solid curricular foundations in literacy and numeracy. However, beginning in spring 2020 the COVID-19 pandemic imposed significant disruptions and traumas throughout the entire community across multiple school years. Between the 2019-20 and 2021-22 school years, the percentage of high-needs students in SPS increased from 81 percent to 90 percent. In response, the district utilized its pandemic recovery resources to increase the number of adjustment counselors and student support staff at all schools, provide more tutoring opportunities, expand out-of-school-time programming, and strengthen its implementation of Positive Behavioral Interventions and Supports (PBIS).

Commissioner Riley and Receiver Villar recognize that SPS has achieved significant progress before and even during the pandemic, but there is still much more to be accomplished. Due to its disruptive impacts throughout the community over multiple school years, the pandemic has prolonged the timeline for achieving the desired academic growth. Commissioner Riley and Receiver Villar are renewing the Turnaround Plan for an additional three-year term to allow for sufficient time for the strategies put in place to reach full and even implementation across all SPS schools. The Receiver will meet with the Southbridge Town Council and other town officials periodically to review the district’s performance. The Commissioner and the Receiver also will meet with town officials to discuss potential pathways for exiting receivership upon the expiration of the renewed plan. This discussion will include strategies and options for ensuring that new programs and policies implemented as part of the district turnaround are fully preserved post receivership. Exit from receivership will remain conditional upon satisfying the requirements of the receivership statute and regulations, including that the district has achieved sufficient academic progress and positive change has been institutionalized to ensure growth and sustainable results.

SPS remains committed to the vision outlined in the original Turnaround Plan:

**In the Southbridge Public Schools, ALL students will experience a world-class education, and will graduate as engaged citizens who demonstrate the essential skills required for success in college and career.**

This vision continues to require a strategic plan that focuses all of the district’s efforts and resources in service of this vision. In this Plan renewal, SPS reflects on the progress to date and identifies areas where the district may deepen its focus. The district will continue its implementation of an ambitious set of reforms, organized in five priority areas:

1. Ensuring an inclusive and supportive school community with high expectations and rigorous, equitable, and personalized instruction for all students, including students with disabilities (SWDs) and English learners (ELs);

2. Developing a districtwide professional culture of highly effective teaching and leadership;

3. Creating the conditions to enable and apply evidence-informed decision-making;

4. Establishing systems and processes to cultivate and leverage family engagement and community partnerships; and

5. Organizing the district and reallocating resources to ensure high-quality management, accountability, systemwide coherence, and sustainability.

The approach taken in this Turnaround Plan continues to focus on developing coherence within and among schools so that together teachers and administrators advance a common understanding of high-quality instructional approaches and curriculum expectations. The adoption of high-quality, standards-aligned curricular materials in English language arts and mathematics has set the stage for school leadership teams to respond to student needs through school-based implementation decisions and targeted professional development.

This plan serves as the vehicle for SPS to continue to advance excellence in teaching and learning and strengthen the conditions for school-level empowerment. The relatively small size of Southbridge is ideal for sustaining systemwide cohesion and for the Receiver to monitor each school’s progress toward the ultimate goal of greater empowerment for all administrators and educators. In each school, changes such as differentiated roles for educators and data-driven professional development are building distributed leadership capacity to sustain the district’s improvement initiatives in a system of empowered schools.

In assessing the progress made during the first six years of receivership, it must be acknowledged that the pandemic has impacted all sectors of society, including education. During the six-year period of receivership, more than two school years have been significantly disrupted by pandemic conditions, and teachers and students have lost an unprecedented amount of time together. While SPS has managed to preserve learning time as well as any other district, there is no doubt that the pandemic has prolonged the timeline for achieving the desired academic growth. While the longer timeframe imposed by pandemic recovery needs is sobering, we can take stock of the accomplishments the district has made despite the challenging circumstances. Specifically, the district has:

* Established a stable, highly skilled district leadership team.
* Implemented an English language arts curriculum in grades K-12 that aligns with state standards, provides high-quality assessments, and incorporates high-impact, grade- appropriate instructional practices.
* Implemented a mathematics curriculum in grades K-12 that aligns with state standards, provides high-quality assessments, and incorporates high-impact, grade-appropriate instructional practices.
* Dramatically improved school climate and culture across the district as measured by climate surveys, observations, and disciplinary data. The rate of out-of-school suspensions has decreased from 10.7 percent in 2019 to 2.7 percent in 2021. This absolute reduction of 8 percentage points represents a relative change of 75 percent.
* Established a highly effective implementation of Positive Behavioral Interventions and Supports (PBIS). The district received the Pivot Award from Northeast Positive Behavioral Interventions and Supports for its work to adapt its PBIS practices and enhance family partnerships to meet student needs during the pandemic.
* Strengthened district finance, human resources, and curricular management systems.
* Developed robust integrations among Aspen Student Information System, MUNIS, and multiple student assessment platforms.

As SPS works to fully deliver on the district’s mission, it has re-established aggressive goals for improvement. Within the next three years, the district aims to:

* Increase the percentage of students reaching the Meeting Expectations level on each of the English Language Arts (ELA), Mathematics, and Science MCAS assessments to 50 percent.
* Increase the annual mean Student Growth Percentiles (SGPs) in both ELA and Mathematics by 10 points.
* Increase the percentage of English learners (ELs) making progress toward English language proficiency annually to 50 percent.
* Reduce the annual chronic absenteeism rate to 15 percent.
* Increase the four-year graduation rate for SWDs to 75 percent.

**Summative Report**

Priority Areas

SPS has continued to implement strategies in five priority areas that are aligned with the recommendations of the Southbridge Local Stakeholders Group[[2]](#footnote-3) (LSG) that were submitted in March 2016. The following is an update on the progress the district has made in each turnaround plan priority area since the last turnaround plan renewal in 2019.

**Priority Area 1: Ensuring an inclusive and supportive school community with high expectations and rigorous, equitable, and personalized instruction for all students, including students with disabilities (SWDs) and English learners (ELs)**

For the original text summarizing the challenges addressed by Priority Area 1, please see the [June 24, 2016 Turnaround Plan](https://www.mass.gov/doc/southbridge-public-schools-level-5-turnaround-plan-english/download) at p. 11. For the update on progress and strategies in Priority Area 1 submitted in the 2019 plan renewal, please see the [November 15, 2019 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/districts/southbridge-turnaround-plan-nov2019.docx) at pp. 8-11.

Since 2019, the district’s progress in Priority Area 1 includes the following:

* Safe learning environments: Following the closing of schools in the spring of 2020, the district utilized its transportation cost savings to acquire 1,700 Chromebooks and initiate a districtwide pivot to one-to-one computing. The district purchased a large amount of additional technology to support remote instruction, such as monitors, document cameras, iPads, and other devices. Using rigorous health and safety protocols, SPS was able to open its elementary schools for full-time in-person learning for the entire 2020-21 school year. Across the district in the 2020-21 school year, the district adopted a synchronous learning model developed by teachers that enabled teachers to instruct in-person students and students learning from home simultaneously. Additionally, schools developed protocols for remotely assessing students to continuously monitor student learning.
* Elementary literacy: In partnership with HILL for Literacy since 2019, the district has strengthened its capacity, through instructional leadership and teacher coaching, to effectively implement the standards-aligned Wonders literacy program, utilize data to inform teacher practice, and establish a literacy instructional focus for every student. In the 2021-22 school year, the district also increased its capacity to provide Tier II and Tier III literacy interventions by piloting the Lexia online platform in Grade 1 and hiring a specialist trained in the Wilson Reading System.
* Elementary mathematics: In grades K-5, the district has implemented a standards-aligned mathematics core program, Ready Mathematics, along with the iReady computer-based assessment and instructional system. The district created the Coordinator of Elementary Mathematics position to focus on developing and implementing the revised elementary mathematics program. Additionally, the district contracted with Looney Math to provide professional development and teacher coaching in elementary mathematics.
* Elementary science: The district has begun developing science units of instruction in grades K-5. These units of study are integrated with materials from the Wonders language arts curriculum and aligned to state standards.
* Secondary literacy and mathematics: During the 2021-22 school year, the district completed its third year working with Instruction Partners to improve curriculum and instruction in mathematics and English language arts in grades 6 through 12. The pandemic required a shift to virtual coaching observations. Despite staff turnover remaining an issue, particularly in high school mathematics, there are signs of continuous improvement toward the goal of providing all students with tasks that are aligned with state standards and possessing appropriate grade-level complexity.
* Supports for English Learners (ELs): The district has expanded its dual language program up to grade six and plans to continue adding a grade level each year until the program spans grades K-12. The district has contracted with a faculty member from University of Massachusetts Dartmouth with expertise in English language acquisition to provide ongoing support to the district’s English as a Second Language (ESL) and Dual Language teachers. SPS also has established a partnership with University of Massachusetts Dartmouth to support current and future Dual Language and ESL teachers to obtain necessary licensures in their fields.
* Positive Behavioral Interventions and Supports (PBIS): All elementary schools have implemented PBIS practices at both the whole school and classroom levels. In addition, PBIS classroom practices have been integrated with the elementary literacy curriculum (Wonders). The district has focused on developing and implementing programs and strategies necessary to address student needs in all three tiers (Tiers I, II, and III). SPS has increased its internal capacity to sustain PBIS implementation across the district with the addition of a District Climate and Culture Coach and the development of school-based leadership structures. Each building has a team of PBIS coaches who regularly meet to support PBIS implementation. SPS holds monthly meetings for school-based Tier I and Tier II coaches with representatives from each school. Biweekly meetings of Tier I and Tier II teams also have occurred at all schools. Finally, SPS has piloted cultural competency training in its PBIS programs at West Street School, Charlton Street School, and Southbridge High School. Topics of instruction for staff have included: implicit bias, microaggressions, structural racism, definitions of culture, setting high expectations for students, and how low expectations can affect students negatively. This work to infuse cultural competency training into PBIS will expand to include all schools.
* Secondary student support practices: Southbridge Middle School continued implementing a Middle School Student Support Center (SSC) to address school discipline issues and effectively reset student behavior. In partnership with the School Empowerment Network, Southbridge High School and Middle School have begun implementing restorative conversations as an approach to maintaining relationships and repairing harms to the community.
* Systemic supports for all students: SPS established a partnership with City Connects to create a formal infrastructure to increase district capacity to address issues such as trauma, poverty, and other barriers to learning. Southbridge has hired a City Connects Counselor at each of the six district schools and has begun implementing the City Connects model of planning individualized supports for every student. This system enhances the work of each school's Student Support Team (SST). The district also has increased student support staffing at each elementary school. Each elementary school now has two adjustment counselors in addition to the newly created City Connects position. The secondary schools each have three adjustment counselors in addition to the City Connects position.

* Multi-tiered systems of support training: Through the initiatives described above, SPS has developed a more robust system of tiered literacy and social-emotional learning interventions. The district has created guides to support staff as they work through the multi-tiered systems of support with students.
* Early college opportunities: SPS has established a partnership with Quinsigamond Community College (QCC) to expand students’ access to advanced learning opportunities. Southbridge High School is now the home of the local QCC campus. As a result, SPS students are now able to participate in dual enrollment. QCC offers two semester-long classes to a total of 25 high school students for college credit. In the 2021-22 school year, SPS and QCC submitted an application to the Massachusetts Early College Initiative to become an Early College Designated Program. SPS hopes to expand the partnership's current dual enrollment opportunities to reach as many as 180 Southbridge High School Students by the 2025-26 school year.
* Out-of-school-time programming: The district continues to operate afterschool programs, which serve more than 120 elementary and middle school students. In April 2022, the district launched a before-school program at Eastford Road School. This program seeks to provide students with meaningful before-school activities and improve overall school attendance. In September 2022, SPS was awarded a 21st Century Community Learning Center expansion grant to support 21st Century programming at Eastford Road School.
* Standards-based report cards: The district has expanded its use of standards-based report cards to include grades 2-5. Standards-based report cards help provide parents with more specific feedback about their child’s learning in school. Previously, only students in grades K-1 received a standards-based report card.

**Next Steps**

* Elementary literacy: Elementary schools will continue to strengthen Tier I literacy instruction in partnership with HILL for Literacy. The district also will expand its use of the Lexia online platform to provide Tier II literacy interventions.
* Elementary mathematics: Elementary schools will continue to strengthen Tier I mathematics instruction through partnerships with Curriculum Associates (Ready Mathematics, iReady) and Looney Math.
* Elementary science: Elementary science curriculum development will move into a pilot phase where teachers will begin implementing the newly developed units of study.
* Elementary social studies: The district will begin developing social studies units of instruction in grades K-5. Similar to the elementary science curriculum, these units will be integrated with Wonders language arts materials and aligned to state standards.
* Middle school literacy: Middle School teams will continue to develop literacy interventions working in partnership with HILL for Literacy. Middle School ELA teachers and school leaders will continue to work with Instructional Partners to support the implementation of the Guidebooks language arts curriculum.
* Middle school mathematics: Southbridge Middle School will continue to implement Illustrative Mathematics in grades 6-8 and utilize the iReady mathematics assessments to drive instruction. Middle School mathematics teachers and school leaders will continue to work with Instructional Partners to support the implementation of the Illustrative Mathematics curriculum.
* High school instructional culture: Southbridge High School will work with School Empowerment Network to construct an instructional vision for the school. In conjunction with this visioning work, teacher professional development will focus on high-leverage strategies to improve student engagement, increase rigor, and accelerate student learning outcomes.
* Multi-tiered systems of support: Elementary schools will focus on increasing the effectiveness of classroom-based Tier II academic interventions (e.g., ensuring all students are actively engaged in meaningful and impactful learning activities during small group instruction). Southbridge Middle School will continue to develop literacy and mathematics interventions aimed at closing learning gaps. Southbridge High School will implement a student success and advocacy structure to provide struggling students with additional supports beyond the traditional assistance provided by guidance counselors. Finally, the district seeks to strengthen the implementation of Student Support Teams districtwide and ensure their seamless integration with City Connects and PBIS. District leadership will develop a rubric to provide Student Support Teams with feedback on the effectiveness of the process.

**Priority Area 2: Developing a Districtwide Professional Culture of Highly Effective Teaching and Leadership.**

For the original text summarizing the challenges addressed by Priority Area 2, please see the [June 24, 2016 Turnaround Plan](https://www.mass.gov/doc/southbridge-public-schools-level-5-turnaround-plan-english/download) at p. 18. For the update on progress and strategies in Priority Area 2 submitted in the 2019 plan renewal, please see the [November 15, 2019 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/districts/southbridge-turnaround-plan-nov2019.docx) at pp. 13-14.

Since 2019, the district’s progress in Priority Area 2 includes the following:

* New teacher development: SPS has implemented a new teacher training program before the start of each school year. Over a period of six days, new teachers receive professional development specifically targeted to prepare them for a successful day one. While the district initially partnered with the French River Collaborative to provide this training, the district has built internal capacity and no longer requires external support for its new teacher orientation sessions. New teachers also receive building-based support throughout the year and mentoring through a cohort-based program that meets monthly.
* Year-round professional development: SPS provides weekly professional development to teachers on Wednesdays after a one-hour early dismissal for all students. The district has invested in multi-year engagements with technical support partners (HILL for Literacy, Curriculum Associates, Instruction Partners, School Empowerment Network, Looney Math, and Ready Learner One) to ensure that teachers receive robust professional learning supports. The district also embeds professional development into weekly common planning time and team meetings. Alongside its work with consulting partners, the district is building internal coaching capacity in elementary literacy, secondary language arts and mathematics, science, and climate and culture. Finally, district leadership meets monthly with school leaders to review performance data and discuss next steps for targeted professional development.
* Differentiated role development: In addition to the Advanced Teacher and Expert Teacher roles described in the district career ladder, SPS has implemented a Distinguished Early Career Educator program. This program recognizes teachers with fewer than three years of experience who are highly skilled and making a significant impact in their classrooms. The purpose of the Distinguished Early Career Educator program is to recognize these teachers for their outstanding early-career performances and to identify them as potential Advanced Teacher candidates for the future. During the 2021-22 school year, SPS identified five Advanced Teachers and six Distinguished Early Career Educators. These successful educators will support the district’s development of new teachers by providing peer modeling in the 2022-23 school year and beyond.
* In-service licensure supports: SPS has developed a partnership with University of Massachusetts Dartmouth to provide SPS teachers with the opportunity to earn a Master's degree on-site. This program already has produced several cohorts of graduates. The program currently is shifting its focus to help the district fill ESL and Dual Language teaching positions.
* Pre-service licensure supports: SPS has a memorandum of understanding with Assumption College to place Master’s degree students in various settings in the district as part of their coursework, including internships for school adjustment counselors and student teaching practicum opportunities. In return, Assumption offers professional development opportunities and tuition discounts to SPS educators who serve as placement supervisors.

**Next Steps**

* Instructional leadership development: SPS will develop a program to provide new school leaders with regular professional development to support their growth. Experienced district and school leaders will be tapped to provide specific trainings based on their particular strengths.
* Professional development on evidence-informed decision-making: As described in Priority Area 3 below, SPS will continue to invest in data systems and professional development on the use of data to measure and improve student outcomes. This work intersects all of the major teaching and learning initiatives described under Priority Area 1 above, as the district’s coaching partners support SPS educators in utilizing assessment and intervention data to adjust instructional practices.
* Cultural competency training: The district will continue to integrate cultural competency training into the districtwide PBIS initiative to expand its reach to all schools.

**Priority Area 3: Create the Conditions to Enable and Apply** **Evidence-Informed Decision-making.**

For the original text summarizing the challenges addressed by Priority Area 3, please see the [June 24, 2016 Turnaround Plan](https://www.mass.gov/doc/southbridge-public-schools-level-5-turnaround-plan-english/download) at p. 23. For the update on progress and strategies in Priority Area 3 submitted in the 2019 plan renewal, please see the [November 15, 2019 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/districts/southbridge-turnaround-plan-nov2019.docx) at pp. 16-17.

Since 2019, the district’s progress in Priority Area 3 includes the following:

* Data dashboards: In response to school and district data needs during the pandemic, the district developed multiple dashboards to provide interactive data to facilitate analysis. The *Average Daily Attendance Dashboard* enabled principals and teams of educators to analyze student attendance based on whether students were attending school remotely, in-person, or in a hybrid model. Using data populated from gradebooks, the *Work Completion Dashboard* enabled educators to monitor the percentage of students completing assignments. *The Grade Distribution Dashboard* provided information on the number of students who did not pass a course or received a failing grade on progress reports. The District Leadership Team modeled how to use the data dashboards to develop and monitor action plans for improving student outcomes and then empowered building teams to carry these practices forward. Building upon the successful pilot implementation of data dashboards early in the pandemic, the district has subsequently developed a more robust set of data dashboards through its partnership with Open Architects. In 2022, the district’s data dashboards enable real-time monitoring and customized reporting of enrollment, attendance, key student data, MCAS and ACCESS achievement data, and detailed student profiles.
* Data meetings: Elementary and secondary administrators meet monthly with district leaders to look at district-level and building-level data. These meetings often utilize data discussion protocols to provide school leaders with models for facilitating data discussions in their respective schools. Data meetings also are embedded in districtwide literacy and PBIS initiatives. The district’s literacy partners meet with principals to coach teachers on how to use assessment data to drive daily instruction. PBIS coaches in each building examine data from the district’s climate and culture school-wide information system (SWIS) during their weekly meetings.

* Family engagement with data: In the 2020-21 school year, the district launched the Family Portal in its Aspen student information management system to provide families and students with direct access to information about academic progress (report cards), attendance and important notifications.

**Next Steps:**

* Data dashboards: In partnership with Open Architects, the district will implement a District Priority/Walkthrough Dashboard that will provide principals with data on metrics directly related to district priorities at the student level. District and building leaders will discuss these metrics during monthly building walkthroughs to identify targeted strategies for improvement. The district also is developing a dashboard that will integrate data from City Connects with data from SST processes. This dashboard will enable administrators to track individual students’ intervention data seamlessly across grades and schools and provide real-time feedback on the effectiveness of SST interventions.
* Building-level data teams: In collaboration with HILL for Literacy, the district will develop the capacity of building-based data teams to support classroom teachers in using literacy assessment data to drive instruction.

**Priority Area 4: Establish Systems and Processes** **to Cultivate and Leverage Family and Community Partnerships.**

For the original text summarizing the challenges addressed by Priority Area 4, please see the [June 24, 2016 Turnaround Plan](https://www.mass.gov/doc/southbridge-public-schools-level-5-turnaround-plan-english/download) at p. 26. For the update on progress and strategies in Priority Area 4 submitted in the 2019 plan renewal, please see the [November 15, 2019 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/districts/southbridge-turnaround-plan-nov2019.docx) at pp. 19-21.

Since 2019, the district’s progress in Priority Area 4 includes the following:

* Multiple channels for two-way communication. During the pandemic, the district provided a direct line for families to text or call with questions and concerns. All family and community messages were answered within 24 hours, including on weekends during significant transitions. The district also offered families bilingual points of contact for assistance through the email addresses [help@southbridgepublic.org](mailto:help@southbridgepublic.org) and [ayuda@southbridgepublic.org](mailto:ayuda@southbridgepublic.org). The district regularly communicated with families about the availability of translation services and bilingual points of contact. The district also identified a new communication platform called Kinvolved aimed at improving communication with families, particularly around attendance needs.
* Family engagement: During the pandemic, schools increased their communications efforts to reach out to students and families regarding school events, attendance, academics and the availability of support resources.
* Community engagement. SPS continues to maintain a functioning Receiver’s Advisory Board to provide input to the Receiver’s decision-making. The district also has worked closely with local officials and the local Board of Health to coordinate responses to pandemic-related needs.

**Next Steps:**

* Positive outreach. SPS will develop a more robust communications strategy that will include raising stakeholder awareness of the positive changes in the school district. This strategy will include maintaining a more active social media presence, publishing an internal newsletter for employees, and producing videos to promote events and the district's accomplishments among stakeholders.
* Family engagement with student supports. SPS will implement the Kinvolved platform to strengthen communication and family engagement, particularly around attendance needs. The district also will require school-based attendance teams to meet weekly and engage families in problem-solving around student attendance issues. Beyond attendance issues, the new dashboard described under Priority Area 3 that integrates City Connects and SST data will support stronger family partnerships in student interventions by tracking schools’ ongoing communication with families.
* Out-of-school-time programming for families. SPS will expand after-school 21st Century programming for students at Eastford Road, Charlton, and West Street Schools. The before-school program launched in spring 2021 will continue in the 2022-23 school year.

**Priority Area 5: Organize the District and Reallocate Resources to Ensure High-Quality Management, Accountability,** **System-wide Coherence and Sustainability.**

For the original text summarizing the challenges addressed by Priority Area 5, please see the [June 24, 2016 Turnaround Plan](https://www.mass.gov/doc/southbridge-public-schools-level-5-turnaround-plan-english/download) at p. 32. For the update on progress and strategies in Priority Area 5 submitted in the 2019 plan renewal, please see the [November 15, 2019 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/districts/southbridge-turnaround-plan-nov2019.docx) at pp. 23-24.

Since 2019, the district’s progress in Priority Area 5 includes the following:

* Fiscal management: Over the three years of the 2019 renewed turnaround plan, the district has developed a balanced budget and fully expended each fiscal year's general fund budget, returning only $0.02 to the Town of Southbridge. SPS utilizes multi-year budget and enrollment projections to develop a financial plan in conjunction with DESE. The district also has created documentation of its financial policies and procedural manuals, in areas such as grants management and student activities.
* Pandemic resource management: The district successfully maximized the use of funds related to the COVID-19 pandemic to open schools for in-person learning during the 2020-21 school year, when many districts shifted to remote learning for the majority of the school year. As a result of the strategic use of funding, all elementary-aged children in Southbridge could attend school in person five days a week for the entire school year. The district’s Food Services Department also leveraged federal funding to serve more than 214,000 meals to Southbridge families during the pandemic, in addition to meals provided to students attending school.
* Enterprise systems development: SPS continued its multi-year implementation of upgrades to its financial and human resource systems. In July 2019, SPS rolled out MUNIS Financials as its first module. In February 2020, the district implemented MUNIS payroll functions. In 2021, SPS began implementing the Human Resources Module of MUNIS. Outside of MUNIS, SPS also has implemented an electronic work order system that provides data on regular building maintenance and computer help desk needs.
* Human resource management: Despite significant turnover in the district’s Human Resources department, the department has improved the district’s recruitment, retention, and onboarding of new teachers. In a significant shift to compete more effectively for educator talent, the district moved up the hiring process for the 2022-23 school year to begin in March. SPS also has begun regularly notifying teachers in good standing of its intention to renew their employment in March of each school year. This strategy contributed to a rise in the teacher retention rate from 60 percent in 2019 to 67 percent in 2020 and 78 percent in 2021.

* Collective bargaining agreements: The district has negotiated successor agreements with the Southbridge Education Association for teachers, SEIU Local 888 for custodians and maintenance workers, and the Southbridge Public Schools Secretaries Association.

**Next Steps**

* Human resource systems: The district will continue implementing the MUNIS Human Resources Module. The district will review the current implementation of the SchoolSpring and TalentEd talent management platforms to ensure that the recruitment process is as efficient as possible for both managers and applicants.

Implementation Benchmarks

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| --- | --- |
| **Priority Area** | **Short-Term Outcome Benchmarks in School Year 2022-23** |
| **Priority Area 1: Ensuring an inclusive and supportive school community with high expectations and rigorous, equitable, and personalized instruction for all students, including students with disabilities and English learners** | The proportion of kindergarten students attaining grade-level proficiency in early literacy as measured by the end-of-year DIBELS Composite Score will increase from 61 percent to 75 percent.    The proportion of students in grades 2-5 attaining grade-level proficiency in English language arts (ELA) as measured by iReady assessments will increase from 32 percent to 50 percent.    In grades 6-8, the average score of ELA instruction for standard alignment will increase from 2.3 to 2.8 on a four-point scale, using the Instructional Practice Guide (IPG) rubric for classroom observations. The average score for student mastery will increase from 2.0 to 2.8. In grades 9-12, the average score of ELA instruction for standard alignment will increase from 1.7 to 2.4 and for student mastery from 2.0 to 3.0.  In grades 6-8, the average score of mathematics instruction for standard alignment will increase from 2.0 to 2.5, and the score for student mastery will increase from 3.0 to 3.2. In grades 9-12, the average score of mathematics instruction for standard alignment will increase from 1.3 to 2.4 and for student mastery from 2.0 to 3.0. |
| **Priority Area 2: Developing a Districtwide Professional Culture of Highly Effective Teaching and Leadership.** | The district will increase staff retention by 5 percentage points, from 66 percent to 71 percent.    The district will maintain its percentage of licensed teachers at or above 97 percent after the ending of the emergency licensure provision.    Overall climate score average for students from the Georgia School Climate Survey will increase from 2.74 to 3.2 on a four-point scale.  Overall climate score average for staff from the Georgia School Climate Survey will increase from 3.24 to 3.4. |
| **Priority Area 3: Create the Conditions to Enable and Apply Evidence-Informed Decision-making** | Outcome measures in Priority Areas 1, 2 and 4 also reflect progress in Priority Area 3. Direct measures of implementation progress in Priority Area 3 include the following:    The district will incorporate data discussions into monthly walkthroughs in all school buildings, using metrics that are aligned with district priorities.    The district will integrate City Connects data and SST process data into a single dashboard for tracking student interventions. |
| **Priority Area 4: Establish Systems and Processes** **to Cultivate and Leverage Family and Community Partnerships** | Staff perception of family engagement as measured by the Georgia School Climate Survey will increase from 2.2 to 3.2 on a four-point scale. |
| **Priority Area 5: Organize the District and**  **Reallocate Resources to Ensure High-Quality Management, Accountability, Systemwide Coherence, and Sustainability** | Outcome measures in Priority Areas 1 through 4 also reflect progress in Priority Area 5. |

Statutory Components of the Turnaround Plan

This section highlights how the Turnaround Plan addresses the specific student subgroups and programmatic areas identified in G.L. c. 69, § 1K(c). The secretaries of health and human services, public safety, labor, and workforce development, and other applicable state and local social service, health, and child welfare officials will coordinate with the Secretary of Education and the Commissioner about the implementation of strategies related to items 1–3 below, subject to appropriation.

**(1) Steps to address social service and health needs of students and their families to help students arrive and remain at school ready to learn.**

The district has multiple partnerships with area health service organizations and local and state agencies to provide direct health services, prevention programs, and health information to students and their families.

The Southbridge Public Schools (SPS) continue to review existing partnerships to coordinate health services, prevention, and screening activities throughout the district at all grade levels. SPS has implemented the City Connects evidence-based intervention process to help coordinate resources, which include outside service providers, to ensure student and family needs are met. Working with service providers, SPS supports school-based psychotherapy in its schools, matched with individual students’ needs. SPS continuously strives to improve its coordination of outside health and mental health service providers with district service providers to maximize student and family access. Where gaps are found between students’ needs and existing service partnerships, the district seeks to develop a plan for addressing those needs through new collaborations. SPS has added more specialized personnel and expanded social and emotional programming to manage its students' health and mental health needs. The district will continue to work with partners to provide professional development and information to school nurses, health educators, and behavioral health staff who work with students and families to address health needs. See also Priority Area 2.

SPS continues to support students identified with social-emotional disabilities in grades six to twelve at Southbridge Academy. The school was redesigned as a therapeutic day school and earned licensure by DESE in the summer of 2019. In addition, the district continues to implement the PBIS framework in all schools. This work continues to benefit from the support of a partnership with the University of Connecticut’s Center for Behavioral Education and Research.

**(2) Steps to improve or expand child welfare services and as appropriate law enforcement services in the community as appropriate, to promote a safe and secure learning environment.**

The district’s focus on building a culture of high academic and behavioral expectations will be central to its ability to foster safe and secure learning environments districtwide. Further developing the district’s partnerships with child welfare and law enforcement organizations—and incorporating these partners throughout its work—will help to reinforce the culture the district is working to create. SPS recognizes that these partners must be involved in the work at the early, culture-setting stages to identify law enforcement and safety concerns.

The district’s PBIS work continues to expand across the district and has measurably improved the climate in schools K-8. The high school continues to work with the School Empowerment Network to focus on creating a culture of restorative practices, including peer-to-peer and peer-to-staff mediations. Additionally, the secondary and elementary schools have expanded the number of school adjustment counselors, added City Connects Coordinators, and continue to employ Deans of Culture and School Engagement Officers to help support students within the classroom.

Educators and other staff will use data to assess school climate, student support, and other factors affecting the conditions for learning in the schools. Having readily accessible data that can be aggregated and analyzed easily will enable the district to identify trends and address child welfare and safety issues early on. The increased rollout of Positive Behavioral Interventions and Supports districtwide will help develop a culture that encourages productive and safe student behaviors. Focusing on high expectations systemwide promotes a safe and secure learning environment as the district strives to maximize quality instructional time for every student.

In addition, the district will partner with local law enforcement agencies to promote safety in all SPS schools. SPS continues to work closely with the Southbridge Police Department and maintains two full-time School Resource Officers. These officers are trained and work out of Southbridge High School but are available to support the entire district. The district continues to nurture relationships through its existing partnerships with the Department of Children and Families, the Department of Probation, and the Juvenile Court. See also Priority Areas 1 and 2.

**(3) Steps to improve workforce development services provided to students in the district and their families in order to provide students and families with meaningful employment skills and opportunities.**

The district will continue to build relationships with local businesses, the Southbridge Business Partnership, and college partners to create meaningful college and career readiness opportunities. SPS has continued partnering with Quinsigamond Community College (QCC), hosting the college’s satellite campus inside Southbridge High School. In 2022 QCC and SPS collaborated on an Early College grant application and hope to build an early college experience for Southbridge High School students. See Priority Areas 1 and 4.

**(4) Steps to address achievement gaps for English learners, special education and low-income students**

The district will strengthen the Sheltered English Immersion (SEI) program for English learners in all grades with a multi-targeted approach with attention to both sheltered content and ESL instruction. The district will build partnerships with local and state stakeholders to prepare ELs for college and career readiness. SPS will strengthen the academic program for ELs in all grades, fostering rapid English language acquisition and academic growth. The district will build pathways to support higher levels of English language proficiency in each school. The district will also review its curricula, assessments, and instructional strategies to ensure they are effective for ELs.

ESL instruction aims to advance language development and promote academic achievement. English language proficiency includes social and academic language in listening, speaking, reading, and writing. ESL instruction provides systematic, explicit, and sustained language instruction and prepares students for general education by focusing on academic language. While the district strives for high-quality instruction in every classroom for every student, ELs and SWDs must have skilled teachers to meet their students’ diverse needs. The district will provide professional learning opportunities to strengthen educators’ ability to provide high-quality instruction and student-specific support.

**(5) Alternative English language learning programs for English language learners**

SPS continues to implement the Dual Language program, which provides native speakers of Spanish and English an opportunity to become bilingual. The program has expanded to include grade six. To support the professional development needs of its ESL and Dual Language teachers, the district has maintained a partnership with the University of Massachusetts, Dartmouth, which recently created a program to support Southbridge teachers seeking professional licensure.

**(6) A budget for the district, including any additional funds to be provided by the Commonwealth, federal government, or other sources.** The Southbridge Town Council adopted the Fiscal Year 2023 budget in May 2022.

**Appendix A: Required Contract and Policy Changes**

**SECTION 1: REQUIRED TERMS FOR COLLECTIVE BARGAINING AGREEMENTS**

Pursuant to G.L. c. 69, §1K, the Commissioner and the Receiver must create a Turnaround Plan intended to maximize the rapid improvement of the academic achievement of students in the district. The Commissioner and the Receiver will take all appropriate steps necessary to support the goals of the Turnaround Plan. Among other things, the Commissioner and the Receiver may expand, alter, or replace the curriculum and program offerings of the district, or a school in the district; reallocate the uses of the existing budget of the district; provide funds to increase the salary of an administrator or teacher working in an underperforming or chronically underperforming school in order to attract or retain highly qualified administrators or teachers, or to reward administrators or teachers who work in chronically underperforming districts that have achieved the annual goals in the Turnaround Plan; expand the school day or school year or both of schools in the district; limit, suspend, or change one or more provisions of any contract or collective bargaining agreement in the district; add pre-kindergarten and full-day kindergarten, if the district does not already have the classes; limit, suspend, or change one or more school district policies or practices, as such policies or practices related to the underperforming schools in the district; provide job-embedded professional development for teachers in the district; provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction; establish a plan for professional development for administrators in the district; and establish steps to assure a continuum of high-expertise teachers by aligning the following processes with the common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture, and organizational structure.

Pursuant to G.L. c. 69, § 1K(d)(5), the Commissioner and Receiver are limiting, suspending, or changing provisions of the district’s collective bargaining agreements. As provided below, the provisions set forth in Appendix A are necessary to the successful implementation of the Turnaround Plan and reflect mandatory changes to the district’s collective bargaining agreements, policies, agreements, work rules, and any practices or policies pursuant to the collective bargaining agreements. All collective bargaining agreements with all bargaining units contain the terms that are consistent with the requirements of the Turnaround Plan as described below. The Receiver reserves the right to make additional changes to collective bargaining agreements as needed. Nothing contained in the Turnaround Plan or the collective bargaining agreements shall be construed to limit the rights of the Receiver and/or the Commissioner as they are provided for under G.L. c. 69, §1K.

These terms shall supersede any contrary provisions of the district’s collective bargaining agreements or any pre-existing district or school committee practices or policies. The terms reflect mandatory changes to the district’s policies, agreements, work rules, and any practices or policies, and are implemented pursuant to G.L. c. 69, § 1K. Provisions of collective bargaining agreements that are inconsistent with or do not otherwise support the goals of the Turnaround Plan are suspended.

**I.** **Receiver**

Pursuant to G.L. c. 69, § 1K, the Receiver for the Southbridge Public Schools is vested with all the powers of the superintendent and the school committee. Wherever a reference in a collective bargaining agreement is made to the “school committee” or the “superintendent,” it will be interpreted to mean the “Receiver.”

**II. Management Rights**

Nothing contained in the collective bargaining agreements shall be construed to limit the rights of the Receiver and/or the Commissioner as provided in G.L. c. 69, § 1K.

**III. Professional Compensation System**

During the 2016-17 school year, the Receiver will develop a new professional compensation system, which will be implemented after consultation with the union, and which will contain a career path which will compensate employees based on individual effectiveness, professional growth, and student academic growth.

Teachers, from within and outside of the Southbridge Public Schools, may also be eligible to serve in the vacation academies or any other extended learning program that the Receiver implements. Stipends for teaching in such programs will be subject to taxes and/or withholdings, will not be added to the base salary, and will not be counted toward salary for retirement calculation purposes.

The Receiver may review and adjust the salary of an individual employee in order to attract or retain a highly-qualified employee, or when he otherwise determines that such an adjustment is in the best interest of the district.

**IV. Teaching & Learning Time**

**Professional Obligations**

Teachers and other professional staff shall devote whatever time is required to achieve and maintain high-quality education in the Southbridge Public Schools. For example, unless formally excused, teachers and other professional staff shall participate in all regular school functions during or outside of the normal school day, including faculty meetings, parent conferences, department meetings, curriculum meetings, graduations, and other similar activities. Teachers will also be afforded regular preparatory time during their work week. Such preparatory time may include common planning periods and professional development.

**School Schedules**

For the 2016-17 school year, current daily school schedules will be continued except as approved or required by the Receiver.

Beginning with the 2017-18 school year, each elementary and middle school’s program of instruction for students shall be a minimum of 1,330 hours per school year.

**School Calendar**

The Receiver will establish the school calendar each year. The Receiver may approve an alternate calendar at the request of a school principal, if the principal and Receiver determine that the alternate calendar is in the best interests of the students in the school. Alternative calendars may include providing year-round learning opportunities for students.

Newly hired teachers may be required to participate in a week-long teacher orientation/induction program as part of their professional obligation without additional compensation.

**V. Evaluation**

**Educator Evaluation System**

Educators and administrators shall be evaluated according to the Massachusetts Educator Evaluation Framework as adapted by the Receiver.

The Receiver will develop and implement evaluation processes for all other district personnel.

The SPS educator evaluation system and the SPS evaluation tools for other staff will include a “Receiver’s Review.” The Receiver’s Review will be a fair and expedited process to ensure that teachers, administrators, and other staff of concern are identified and held accountable. During school year 2016-17, the Receiver will conduct a prompt review of educators on Directed Growth Plans, and educators and other staff on Improvement Plans, and those employees otherwise identified as having poor performance. Teachers, administrators, and other staff whose performance is determined to be unsatisfactory after receiving feedback and an opportunity to improve will be dismissed. Teachers, administrators, and other staff whose performance is determined to need improvement, will be placed on an appropriate plan.

**VI. Staffing**

In filling positions, principals have the authority to select the best qualified staff from both internal and external candidates without regard to seniority. The Receiver may adopt any procedure(s) that he determines appropriate in filling vacancies.

The Receiver has the right to lay off teachers and other staff because of reductions in force or reorganizations resulting from declining enrollment or other budgetary or operational reasons. The Receiver will establish the selection criteria for layoffs of teachers and other staff. Such selection criteria may include, but are not limited to, qualifications, licensure, work history, multiple measures of student learning, operational need, and the best interests of the students. Where all other factors are equal, seniority may be used as the deciding factor. The Receiver may adopt any procedure(s) that he determines appropriate in the event of a reduction in force.

The Receiver has the right to reassign educators and other staff, including those who have been displaced from their positions. After discussion with the affected educator or staff member, the educator or staff member may be assigned to any open position for which he or she is qualified. If the educator or staff member is not assigned to a mutually agreeable position, the Receiver will assign the educator or staff member to a position for which he/she is qualified. Such an assignment may include instructional support, substitute teaching, or administrative tasks. If no mutually agreeable position is available, the Receiver may lay off the educator or other staff. The Receiver may adopt any procedure(s) that he deems appropriate in the assignment/reassignment of educators or other staff.

The Receiver may reorganize, consolidate, or abolish departments, positions, or functions of the School Department, in whole or in part; may establish such new departments, positions, and functions as he deems necessary; and may transfer the duties and functions of one department to another. In the event of a reorganization, consolidation, or creation of new positions, following consultation with applicable local unions, the Receiver may require affected employees to reapply for their positions in the district, with full discretion vested in the Receiver about any such reapplications.

The Receiver may formulate job descriptions, duties, and responsibilities for any and all positions in the district.

All SPS staff are expected to be involved in a variety of educational and administrative activities that are necessary to fulfill the mission of the district.

The Receiver may outsource work in whole or in part, may transfer bargaining unit work, and may hire and employ part-time employees.

The Receiver may create nontraditional administrative positions in order to operate the district efficiently. Such positions will not be covered by any district collective bargaining agreement.

The Receiver may change work schedules for all bargaining units to mirror the time that schools are in session and offices are open.

**VII.** **Dismissal**

In schools declared underperforming or chronically underperforming, teachers with professional teacher status and all represented district staff that have completed their probationary period may be dismissed for good cause.

**VIII. Grievance and Arbitration**

**Dispute Resolution:**

Any dispute over the application, meaning, or interpretation of an action taken by the Receiver/SPS in formulating, implementing, or administering any component of the Turnaround Plan shall be subject to the following dispute resolution procedure, which shall be the exclusive process available for resolving the dispute.[[3]](#footnote-4) Accordingly, the provisions of the grievance and arbitration articles of all the collective bargaining agreements are suspended and/or modified relative to such disputes.

**Step 1**

* The employee may bring a concern to the principal/head of department in writing within five (5) calendar days of the occurrence of the event giving rise to the concern. The employee should specifically state the desired resolution.
* The employee may be represented by a union representative at any stage of the dispute resolution process.
* Within 5 calendar days of the receipt of the concern, the principal/head of department should meet with the employee to discuss the concern.
* Within 5 calendar days of the meeting, the principal/head of department should issue a decision in writing to the employee.

**Step 2**

* If the employee is not satisfied with the resolution issued by the principal/head of department, s/he may bring the concern to a senior SPS executive, designated by the Receiver, in writing within 5 calendar days of receiving the principal’s/head of department’s decision.
* Within 5 calendar days of the receipt of the concern, the SPS executive should meet with the employee to discuss the concern.
* Within 5 calendar days of the meeting, the senior executive should issue a decision in writing to the employee.

**Step 3**

* If the employee is not satisfied with the resolution issued by the senior SPS executive, s/he may bring the concern to the Receiver (or his designee, if applicable) in writing within 10 calendar days of receiving the previous decision.
* Within 10 calendar days of the receipt of the concern, the Receiver or his designee should meet with the employee to discuss the concern.
* Within 10 calendar days of the meeting, the Receiver should issue a decision in writing to the employee, which shall be final and binding.

**General Provisions**

* Failure of the employee to advance the grievance to the next level within the time period shall be deemed to be acceptance of the prior grievance response.
* The Receiver may suspend the time periods and notify the union in writing.

During the 2016-17 school year, the Receiver will develop a dispute resolution process that will be applicable to disputes other than disputes over the application, meaning, or interpretation of an action taken by the Receiver/SPS in formulating, implementing, or administering any component of the Turnaround Plan. Before the implementation of the dispute resolution process, the current grievance and arbitration system will remain in place for such other disputes.

**IX. Handling New Issues**

Any changes which the Receiver deems necessary to maximize the rapid improvement of the academic performance of Southbridge students may be implemented after a 10-day period of consultation with the appropriate union. These changes may be implemented at the Receiver’s discretion, consistent with G.L. c. 69, § 1K.

**X. Existing District Practices**

The Receiver may implement changes pursuant to the Turnaround Plan notwithstanding any existing district policy, “past practice,” side letters, or extra-contractual agreements. To the extent that a collective bargaining agreement codifies and/or incorporates existing policies or practices, such provisions are suspended.

**SECTION 2: REQUIRED CHANGES TO EMPLOYMENT CONTRACTS**

Certain changes to employment contracts between the district and individual employees are necessary to achieve the goals of the Turnaround Plan. The Receiver must have the flexibility to choose and retain principals and other administrative staff who are effective leaders, have the appropriate skills, and bring focus and urgency in implementing the terms of the Turnaround Plan. Consequently, the end date for all employment contracts or agreements entered into before the declaration of receivership on January 26, 2016, with administrative staff members is changed to June 30, 2017. The Receiver may, at his discretion, extend any such employment contract or exercise the termination provisions of any contract. The changed end date supersedes any contrary provisions in any individual employment contract between the district and an individual employee.

**SECTION 3: REQUIRED CHANGES TO OTHER CONTRACTS**

The district must ensure that its use of all its resources results in increased student learning. The district will curtail expenditures that do not directly support the priorities identified in the Turnaround Plan and reallocate funds and staff positions for more productive uses. Likewise, to ensure that its resources support the priorities identified in the Turnaround Plan, SPS will review its vendor contracts and will limit, suspend, or change those contracts where appropriate.

**Appendix B – Measurable Annual Goals**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-2022 Baseline** | **SY 2022-2023 Target** | **SY 2023-2024 Target** | **SY 2024-2025 Target** | **Notes** |
| **(1) Student attendance, dismissal rates, and exclusion rates** | Attendance rate (%) | 89 |  |  |  |  |
| Chronic absenteeism rate - Grades 1-8 (%) |  |  |  |  | Aligned with accountability target. |
| Chronic absenteeism rate - Grades 9-12 (%) |  |  |  |  | Aligned with accountability target. |
| Out-of-school suspension rate (%) |  |  |  |  |  |
| In-school suspension rate (%) |  |  |  |  |  |
| Percentage of students suspended more than 10 days (%) |  |  |  |  |  |
| Dismissal rate (%) |  |  |  |  | Total number of dismissals from non-routine student-nurse encounters divided by total number of non-routine encounters. |
| **(2) Student safety and discipline** | Interpersonal incidents (#) |  |  |  |  | Includes count of offenses for: physical attacks, physical fights, sexual harassment, and sexual assault (including rape). |
| Weapons incidents (#) |  |  |  |  |  |
| Incidents of substance possession/use/intent to sell (#) |  |  |  |  |  |
| Incidents of theft/vandalism (#) |  |  |  |  |  |
| **(3) Student promotion and dropout rates** | Grade 9 retention rate (%) | 28 |  |  |  |  |
| Dropout rate - All students (%) |  |  |  |  | Aligned with accountability target. For accountability reporting, dropout rate data are lagged by 1 year (i.e., data in the 'SY2021-2022 Actual' column reflects annual dropout rate data from 2021). |
| Dropout rate - High needs students (%) |  |  |  |  | Aligned with accountability target. For accountability reporting, dropout rate data are lagged by 1 year (i.e., data in the 'SY2021-2022 Actual' column reflects annual dropout rate data from 2021). |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-2022 Baseline** | **SY 2022-2023 Target** | **SY 2023-2024 Target** | **SY 2024-2025 Target** | **Notes** |
| **(3b) Graduation rates** | Four-year cohort graduation rate - All students (%) |  |  |  |  | Aligned with accountability target. For accountability reporting, four-year cohort graduation rate data are lagged by 1 year (i.e., data in the 'SY2021-2022 Actual' column reflects graduation rate data from 2021). |
| Four-year cohort graduation rate - High needs students (%) |  |  |  |  | Aligned with accountability target. For accountability reporting, four-year cohort graduation rate data are lagged by 1 year (i.e., data in the 'SY2021-2022 Actual' column reflects graduation rate data from 2021). |
| Extended engagement rate - All students (%) |  |  |  |  | Aligned with accountability target. Extended engagement rate is based on 5-year grad cohort and includes graduates and students still enrolled. For accountability reporting, extended engagement rate data are lagged by 2 years (i.e., data in the 'SY2021-2022 Actual' column reflects extended engagement rate data from 2020). |
| Extended engagement rate - High needs students (%) |  |  |  |  | Aligned with accountability target. Extended engagement rate is based on 5-year grad cohort and includes graduates and students still enrolled. For accountability reporting, extended engagement rate data are lagged by 2 years (i.e., data in the 'SY2021-2022 Actual' column reflects extended engagement rate data from 2020). |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-2022 Baseline** | **SY 2022-2023 Target** | **SY 2023-2024 Target** | **SY 2024-2025 Target** | **Notes** |
| **(4) Student achievement on the Massachusetts Comprehensive Assessment System; (5) Progress in areas of academic underperformance; (6) Progress among subgroups of students, including low-income students as defined by chapter 70, limited English proficient students and students receiving special education; (7) Reduction of achievement gaps among different groups of students** | ELA MCAS Average Composite Scaled Score - All students, NonHS grades | 475.8 |  |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 3-8 only. |
| ELA MCAS Average Composite Scaled Score - High needs students, NonHS grades | 474.5 |  |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 3-8 only. |
| ELA MCAS Average Composite Scaled Score - All students, HS grades | 483.5 |  |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grade 10 only. |
| ELA MCAS Average Composite Scaled Score - High needs students, HS grades | 479.5 |  |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grade 10 only. |
| Math MCAS Average Composite Scaled Score - All students, NonHS grades | 473.3 |  |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 3-8 only. |
| Math MCAS Average Composite Scaled Score - High needs students, NonHS grades | 472.2 |  |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 3-8 only. |
| Math MCAS Average Composite Scaled Score - All students, HS grades | 477.9 |  |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grade 10 only. |
| Math MCAS Average Composite Scaled Score - High needs students, HS grades | 474.9 |  |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grade 10 only. |
| Science MCAS Average Composite Scaled Score - All students, NonHS grades | 475.3 |  |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 5 and 8 only. |
| Science MCAS Average Composite Scaled Score - High needs students, NonHS grades | 473.9 |  |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 5 and 8 only. |
| Science MCAS Average Composite Scaled Score - All students, HS grades | 473.4 |  |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grade 10 only. |
| Science MCAS Average Composite Scaled Score - High needs students, HS grades | 469.7 |  |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grade 10 only. |
| English learners making progress on ACCESS for ELLs - Grades 1-8 (%) | 30 |  |  |  | Aligned with accountability target. |
| English learners making progress on ACCESS for ELLs - Grades 9-12 (%) | 10 |  |  |  | Aligned with accountability target. |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-2022 Baseline** | **SY 2022-2023 Target** | **SY 2023-2024 Target** | **SY 2024-2025 Target** | **Notes** |
| **(8) Student acquisition and mastery of 21st century skills** | Percentage of high school graduates completing MassCore requirements (%) |  |  |  |  |  |
| Percentage of students participating in computer science programs (courses, workshops, afterschool programs, etc.) in grades 6-8 (%) |  |  |  |  |  |
| Percentage of students participating in computer science programs (courses, workshops, afterschool programs, etc.) in grades 9-12 (%) |  |  |  |  |  |
| **(9) Development of college readiness, including at the elementary and middle school levels** | Percentage of high school students having at least one early college experience in high school (includes passing AP or dual-enrollment course) (%) |  |  |  |  |  |
| Percentage of students achieving college readiness benchmark score on PSAT assessment (%) | 12 |  |  |  |  |
| Percentage of students "on track for on-time graduation" as defined by district (%) | 79 |  |  |  |  |
| **(10) Parent and family engagement** | Percentage of families reporting that they feel welcome at their child's school (%) | 97 |  |  |  |  |
| Percentage of families reporting that staff at their child's school communicate well with parents (%) | 96 |  |  |  |  |
| Percentage of students at 90% attendance whose families receive home visits by staff (%) |  |  |  |  |  |
| **(11) Building a culture of academic success among students** | Percentage of students in Gr. 6-12 reporting that their school has high standards for achievement (%) | 67 |  |  |  |  |
| Percentage of students reporting that they know an adult at school they can talk with if they need help (%) | 75 |  |  |  |  |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-2022 Baseline** | **SY 2022-2023 Target** | **SY 2023-2024 Target** | **SY 2024-2025 Target** | **Notes** |
| **(12) Building a culture of student support and success among school faculty and staff** | Percentage of staff reporting that their professional development experiences add value to their work (%) | 95 |  |  |  |  |
| Percentage of staff reporting feelings of connectedness and belonging at school (%) | 97 |  |  |  |  |
| Percentage of students reporting that teachers treat them with respect (%) | 78 |  |  |  |  |
| Teacher attendance rate (%) | 93 |  |  |  |  |
| **(13) Developmentally appropriate child assessments from pre-kindergarten through third grade** | Percentage of students in kindergarten through grade 2 reaching end-of-year grade level target on ELA diagnostic assessments (%) | 48 |  |  |  |  |

**Appendix C: Budget for the District**

*The FY2023 All Funds budget below was a combination of the General Fund budget approved by the Town Council in May 2022, and assumptions of federal and state FY2023 grants as of May 2022. The local appropriation is subject to change pending final state aid information, as well as final federal and state grants.*

|  |  |
| --- | --- |
| **2023 General Fund Budget** | |
| **Salaries** |  |
| Administrator Salaries | 3,377,939 |
| Teacher Salaries | 11,981,935 |
| Clerical Salaries | 1,043,768 |
| Support Staff Salaries | 2,959,880 |
| Custodian/Maintenance Salaries | 1,264,358 |
| Overtime | 33,800 |
| Substitutes | 72,800 |
| Stipends | 81,885 |
| **Subtotal** | **20,816,365** |
| **Benefits** |  |
| Unemployment | 375,000 |
| Medicare | 353,385 |
| Sick Leave Buyback | 57,953 |
| **Subtotal** | **786,338** |
| **Out of District Tuitions** |  |
| Out of District Tuitions | 1,798,498 |
| **Subtotal** | **1,798,498** |
| **Transportation** |  |
| Regular Transportation | 1,777,332 |
| SPED Transportation | 1,422,945 |
| Athletic Transportation | 94,760 |
| Private School Transportation | 77,182 |
| **Subtotal** | **3,367,219** |

|  |  |
| --- | --- |
| **Utilities** |  |
| Electricity | 462,445 |
| Heating | 471,309 |
| Telecommunications | 43,581 |
| Water & Sewer | 105,494 |
| **Subtotal** | **1,082,829** |
| **Contracted Services** |  |
| Contracted Services | 1,523,704 |
| Equipment | 59,280 |
| Legal | 104,000 |
| Technology Contracts | 2,340 |
| **Subtotal** | **1,689,324** |
| **Supplies** |  |
| Custodial Supplies | 37,440 |
| General & Office Supplies | 171,080 |
| Hardware / Software | 286,965 |
| Instructional Supplies | 172,328 |
| Maintenance Supplies | 126,066 |
| **Subtotal** | **793,879** |

|  |  |
| --- | --- |
| **Other Expenses** |  |
| Game Officials | 79,500 |
| Other Expenses | 75,920 |
| Travel & Conferences | 14,144 |
| **Subtotal** | **203,341** |
| **Grand Total** | **30,537,793** |

|  |  |
| --- | --- |
| **Estimated FY2023 Revenue** | |
| **General Fund** | **30,537,793** |
| **Recurring Grants** |  |
| Title I | 1,070,409 |
| Title IIA | 124,383 |
| Title III | 63,406 |
| Title IVA | 62,165 |
| EEC (Fed & State) | 35,475 |
| IDEA | 761,442 |
| Circuit Breaker | 875,000 |
| In district tuition | 61,348 |
| **Non-Recurring Grants** |  |
| 21st Century OST | 578,375 |
| Supplemental Support (220/323) | 958,000 |
| ESSER (I, II, III) | 3,571,382 |
| **Grants Subtotal** | **8,203,385** |
| **Grand Total Revenue** | **38,741,178** |

1. For specific findings and systemic challenges that led to the district entering receivership, please see the [June 24, 2016 Turnaround Plan](https://www.mass.gov/doc/southbridge-public-schools-level-5-turnaround-plan-english/download) at pp. 4-9. [↑](#footnote-ref-2)
2. For recommendations submitted by the Local Stakeholders Group, please see the [June 24, 2016 Turnaround Plan](https://www.mass.gov/doc/southbridge-public-schools-level-5-turnaround-plan-english/download) at pp. 59-67. [↑](#footnote-ref-3)
3. This dispute resolution process does not apply to disputes relating to the dismissal of a teacher with professional teacher status. Those disputes will be governed by the arbitration process set out in G.L. c. 69, § 1K(d), or G.L. c. 71 §42, as appropriate. [↑](#footnote-ref-4)