

Conditions for School Effectiveness Self-Assessment

The Conditions for School Effectiveness (CSEs) articulate what schools need to have in place in order to educate their students well. These conditions, voted into regulation by the Massachusetts Board of Elementary and Secondary Education in 2010, are provided on the next page and can be used as benchmarks against which schools can gauge their practice in key areas. Note that the first condition, District Systems for School Support and Intervention, is not addressed by this tool, as it relates to what is beyond the control of the school. That condition can be assessed through use of the District Self-Assessment (currently in development).

Using the CSE Self-Assessment

The CSE Self-Assessment is designed to be used at the school level by leaders, those responsible for day-to-day instruction, and key stakeholders. It is a tool for conducting a scan of current practice, identifying areas of strength, and highlighting areas requiring greater focus. To gain information on strengths and needs, the tool delineates the level of development of each condition along the continuum that is described below:

- **1 (Little Evidence)** – A school is demonstrating little to no progress in implementing an element of a CSE, or implementation is so infrequent that its impact is negligible.
- **2 (Developing)** – Some policies, practices, and procedures are emerging or are in place to support the condition; however they are not yet fully developed or implemented with fidelity.
- **3 (Providing)** – The school’s policies, procedures, and practices are established and are implemented consistently, with fidelity.
- **4 (Sustaining)** – The school’s policies, procedures, and practices are in place (with all being implemented at a “Providing” or at-standard level), are aligned to and integrated with one another to the point of being self-sustaining, and are supported by district efforts.

As individuals or teams think about the different aspects of each condition, they should circle the placement on the continuum that is most appropriate. There will be instances where it may be difficult to choose a placement because practice may straddle two descriptions. In these instances, those completing the self-assessment should select the lower of the two placements and identify specifics about what needs to be established in order to move practice to the next level. This will provide insights into action steps that might be taken.

What’s Next?

After completing the self-assessment, a school should have a clearer sense of which practices are contributing to success and which might be developed more fully. ESE’s District Data Team Toolkit outlines five root cause protocols (<http://www.doe.mass.edu/sda/ucd/>, Appendix 4.2) which may be useful as districts determine where their support is needed. For more information, or to provide feedback on this or other school/district support resources, visit <http://www.doe.mass.edu/sda/ucd/> or email districtassist@doe.mass.edu.

Conditions for School Effectiveness

- I. **Effective district systems for school support and intervention:** The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways, especially for its lowest performing schools.
- II. **Effective school leadership:** The district and school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.
- III. **Aligned curriculum:** The school's taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
- IV. **Effective instruction:** Instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.
- V. **Student assessment:** The school uses a balanced system of formative and benchmark assessments.
- VI. **Principal's staffing authority:** The principal has the authority to make staffing decisions based on the School Improvement Plan and student needs, subject to district personnel policies, budgetary restrictions and the approval of the superintendent.
- VII. **Professional development and structures for collaboration:** Professional development for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning. The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.
- VIII. **Tiered instruction and adequate learning time:** The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.
- IX. **Students' social, emotional, and health needs:** The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students that reflects the behavioral health and public schools framework.
- X. **Family-school engagement:** The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.
- XI. **Strategic use of resources and adequate budget authority:** The principal makes effective and strategic use of district and school resources and has sufficient budget authority to do so.

II. Effective school leadership: <i>The district and school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.</i>				
	1 (Little Evidence)	2 (Developing)	3 (Providing)	4 (Sustaining)
Focus on learning	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> The principal acts strategically and purposefully in pursuit of a clear educational mission, while empowering others to do the same. An Instructional Leadership Team (ILT) representing the school’s grades and content areas meets regularly to address topics of instruction and learning. It has sufficient authority to make decisions and engages all staff through effective communication. There is a school-wide, results-oriented focus on teaching, learning, and student success. 	Integrated, supported by district policies and practices, and self-sustaining
Effective planning	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> The school has an improvement plan focused explicitly on instructional improvement and student learning; the plan drives school-level processes and practice. The school improvement plan 1) aligns with the district improvement plan, 2) reflects input from all staff, 3) is based on data, 4) accurately reflects the academic, social, and emotional needs of students, and 5) sets actionable and measurable goals that target school improvement. Staff can state the school’s mission, understand the school’s improvement goals, and demonstrate a sense of ownership for both. 	
Effective decision-making	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> School leadership uses the school improvement plan to guide how time, personnel, funds, and other resources will be used to achieve the school's mission. School leadership uses data and current research to drive decisions and measure progress toward school goals, and encourages staff to do so as well. Inquiry, reflection, and feedback are encouraged as part of developing and monitoring plans. (See also CSE VII, <i>PD and Structures for Collaboration</i>.) Staff generally agrees that decisions are made transparently and fairly, and that the school culture is collaborative, open to dialogue, and based on trust. 	
Shared learning and accountability	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> As reflective practitioners, school leadership models and supports life-long learning. Supervision and evaluation are tied to results and promote the growth and development of all staff, including the principal. Clear avenues of support exist to help all professionals within the school improve their abilities and advance the school's mission. (See also CSE VII, <i>PD and Structures for Collaboration</i>.) There is evidence that staff feel accountable for results to students, school leadership, colleagues, families, and the community. 	
Related ESE Resource: New Policy Standards for Principals, Superintendents, and Other Leadership Roles: http://www.doe.mass.edu/edleadership/policy/				

<p>III. Aligned Curriculum: <i>The school's taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.</i></p>				
	1 (Little Evidence)	2 (Developing)	3 (Providing)	4 (Sustaining)
Curricular guidance	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> The district/school provides teachers curriculum maps aligned to the state curriculum frameworks and MCAS performance level descriptions, and teachers use these maps to frame their teaching. Instructional staff access and "unpack" standards so that they have a working knowledge of what all students need to know and be able to do in order to be proficient. (See also CSE VII, <i>PD and Structures for Collaboration</i>.) The district/school provides pacing guides that are utilized by teachers. Instructional staff can describe how the content they teach builds on or relates to content in other subjects/grades. Curriculum documents include guidelines that help with the instruction of English Language Learners, such as the <i>English Language Proficiency Benchmarks and Outcomes for English Language Learners</i> (ELPBO). 	Integrated, supported by district policies and practices, and self-sustaining
Taught curriculum	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> Instructional staff develops and implement lessons based on curriculum maps/curricular guidance; these lessons reflect high expectations for all students. Instructional staff engage in regular discussions of student learning expectations both horizontally (with colleagues in their grade or subject) and vertically (across grades). Instructional staff aligns assessments and evaluate student work based on a common understanding of what mastery looks like. (See also CSE V, <i>Assessment</i>.) Instructional materials and technologies that align to curriculum maps are available to and used in all classrooms. (See also CSE XI, <i>Strategic Use of Resources</i>.) 	
Ongoing improvement	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> Lesson plans are monitored for alignment to curriculum maps and pacing guides. Periodic reviews of student learning inform revisions to curriculum maps, lesson plans, and related resources. Instructional staff receives support in creating and refining curricula. (See also CSE VII, <i>PD and Structures for Collaboration</i>.) The school uses a process to vet curricular refinements that staff recommends. 	
<p>Related ESE Resources:</p> <ul style="list-style-type: none"> Massachusetts Curriculum Frameworks: http://www.doe.mass.edu/frameworks/current.html MCAS performance level descriptions: http://www.doe.mass.edu/mcas/tdd/pld/ English Language Proficiency Benchmarks and Outcomes (ELPBO): http://www.doe.mass.edu/ell/curriculum.html 				

<p>IV. Effective Instruction: <i>Instructional practices are based on evidence from a body of high-quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.</i></p>				
	1 (Little Evidence)	2 (Developing)	3 (Providing)	4 (Sustaining)
High expectations	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> Instructional staff provides students with lessons that 1) are appropriate to their developmental and language proficiency levels, 2) engage them with content and address academic and social/emotional needs, and 3) promote higher-order thinking. Student assignments contain rigorous, embedded learning objectives that reflect high expectations; instructional staff ensures students understand the objectives. 	Integrated, supported by district policies and practices, and self-sustaining
Differentiated instruction	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> Instructional staff uses multi-modal pedagogical techniques, as well as a range of instructional tools, technologies, and supplemental materials, to meet the needs of all learners. (See also CSI VIII, <i>Tiered Instruction</i>.) Instruction aligns with student learning needs that have been identified through the use of universal screening and formative assessment. (See also CSE V, <i>Assessment</i> and CSE VIII, <i>Tiered Instruction</i>.) 	
Common understanding	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> Leaders and instructional staff agree on criteria for effective instruction. (For example, see ESE’s <i>Characteristics of Standards-Based Teaching and Learning</i>.) Criteria focus on pedagogy and content knowledge and, when possible, are based on research. Teachers engage in ongoing focused discussion and collaborative reflection on instructional practice. (See also CSE VII, <i>PD and Structures for Collaboration</i>.) Effective instruction is modeled for teachers by leaders, coaches, and colleagues. 	
Monitoring practice	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> Leaders regularly gather evidence on instructional practice. (For example, see ESE’s <i>Learning Walkthrough Implementation Guide</i>.) Instructional staff has opportunities to observe and provide feedback on their colleagues’ practice. Leaders regularly analyze evidence of instructional practice along with student achievement, PD, and other data; analysis guides next steps for improvement, including supports for instructional staff. 	
<p>Related ESE Resources:</p> <ul style="list-style-type: none"> Characteristics of Standards-Based Teaching and Learning - Continuum of Practice: http://www.doe.mass.edu/sda/ucd/walk/ Characteristics of a Standards-Based Mathematics Classroom: http://www.doe.mass.edu/omste/news07/mathclass_char.doc Characteristics of a Standards-Based Science Classroom: http://www.doe.mass.edu/omste/news07/scitechclass_char.pdf Learning Walkthrough Implementation Guide: http://www.doe.mass.edu/sda/ucd/ 				

V. Student assessment: The school uses a balanced system of formative and benchmark assessments.				
	1 (Little Evidence)	2 (Developing)	3 (Providing)	4 (Sustaining)
Assessment system	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> • Instructional staff use a range of assessments (formative and benchmark) that are aligned to state standards and grade-level learning outcomes. • Performance on formative and benchmark assessments predicts performance on MCAS and other summative assessments. • Common formative and benchmark assessments are horizontally/vertically aligned. • Assessments support the school’s system of tiered instruction. (See below, <i>Use of Assessment Data</i>, and also CSE VIII, <i>Tiered Instruction</i>.) • Instructional staff receives PD and supports to help in developing assessments, analyzing assessment data, and drawing meaningful conclusions from results. (See also CSE VII, <i>PD and Structures for Collaboration</i>.) • Instructional staff works collaboratively to develop and score common assessments. • Instructional staff embeds formative assessments in daily classroom practice and use results to target and modify instruction. • The school utilizes well-defined processes to periodically collect, analyze, review, and report results of assessments of student learning. 	Integrated, supported by district policies and practices, and self-sustaining
Analysis of assessment data	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> • Instructional staff analyzes assessment data to identify promising practices, determine enrichment and remediation needs, and assess needs for systems change. • Students are taught how to assess themselves and plan for improvement. 	
Use of assessment data	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> • Leaders and instructional staff use data for individual and organizational learning, not just external compliance. (See also CSE VII, <i>PD and Structures for Collaboration</i>.) • Instructional staff works in teams to delve into the implications of data and to make changes to instructional practice. (See also CSE VII, <i>PD and Structures for Collaboration</i>.) • Assessment data are used to place students, monitor progress, and drive timely interventions as part of a system of tiered instruction. (See also CSE VIII, <i>Tiered Instruction</i>.) • Students receive constructive feedback based on data analysis, as well as guidance on how to improve. • Leaders use assessment data to target PD activities. (See also CSE VII, <i>PD and Structures for Collaboration</i>.) 	
Related ESE Resources: <ul style="list-style-type: none"> • District Data Team Toolkit: http://www.doe.mass.edu/sda/ucd/ • Education Data Warehouse: http://www.doe.mass.edu/infoservices/dw/ • Performance Improvement Mapping (PIM): http://www.doe.mass.edu/sda/regional/pim/ 				

VI. Principal's Staffing Authority: The principal has the authority to make staffing decisions based on the School Improvement Plan and student needs, subject to district personnel policies, budgetary restrictions, and the approval of the superintendent.				
	1 (Little Evidence)	2 (Developing)	3 (Providing)	4 (Sustaining)
Staffing decisions	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> • Working within district guidelines, the principal recruits, deploys/redeploys, promotes, and retains those with qualifications and proven results in serving the school's mission. • The principal utilizes the district's process for posting jobs and screening candidates to assemble an effective school team. • The principal works within district guidelines to effectively support or remove staff whose performance does not meet the needs of the school. • The principal assigns (and revises) roles, responsibilities, and duties in a way that best supports the school improvement plan and meets student needs. • All staff is placed in roles for which they have skills, qualifications, and licensure. • School leaders instill in staff members a sense of duty to perform to highest capacity for the good of all students. 	Integrated, supported by district policies and practices, and self-sustaining
Support and intervention	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> • The principal and other leaders clearly communicate to staff schoolwide expectations for performance. • A clear process is used to evaluate staff, offer feedback, develop professional improvement goals, and provide support in meeting those goals. • The school's process for evaluation, feedback, PD, and support is in accordance with district tools, systems, and processes related to staffing and support. (See also CSE II, <i>Effective School Leadership</i>.) • Staff performance is tied, to the extent possible, to student outcomes. 	
Related ESE Resource: Selecting Outstanding Teachers for Level 4 Schools: http://www.doe.mass.edu/sda/framework/level4/SelectingTeachers.pdf				

VII. Professional Development and Structures for Collaboration: Professional development for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning. The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

	1 (Little Evidence)	2 (Developing)	3 (Providing)	4 (Sustaining)
PD plan/system	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> The Instructional Leadership Team designs a coordinated PD plan that aligns with state standards for school performance and student achievement as well as district and school priorities. The PD plan addresses the individual and collective needs of staff. (See NSDC’s <i>Definition of Professional Development</i>, http://www.nsd.org/standfor/definition.cfm.) PD is embedded as an integral part of daily routines (for example, through coaching, staff meetings, and/or collaborative time). Teams embedded in the school (see NSDC’s <i>Definition</i>) take active roles in promoting, creating, and leading PD, leveraging internal expertise. When external trainers/partners are needed, leaders enlist their assistance. Job-embedded coaching and other supports provide follow-up on the implementation of what is learned through PD. Coaches and teacher leaders are trained in effectively engaging/teaching adults. Staff members hold one another accountable for implementing what is learned through PD and, ultimately, for the improved student performance that should result from its implementation (see NSDC’s <i>Definition</i>). 	Integrated, supported by district policies and practices, and self-sustaining
Accessing PD	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> All staff access relevant PD (both voluntary and required PD) that is tied to specific professional learning goals. Time is built into the school schedule for staff collaboration, with collaboration serving as PD. Collaborative time is focused on taking instruction/learning to the next level of development, and addressing the needs (health/behavior/family) of the whole child. Systems and protocols are in place to guide collaborative discussions. 	
Impact of PD	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> Leaders evaluate the quality and impact of PD and collaborative time to ensure that they result in strengthened practice and student success. Promising practices for teaching and collaboration are identified and shared. 	

Related ESE Resources:

- Professional Learning Communities Guidance: <http://www.doe.mass.edu/sda/ucd/>
- Common Planning Time Self-Assessment Toolkit: <http://www.doe.mass.edu/sda/ucd/>

VIII. **Tiered Instruction and Adequate Learning Time:** The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

	1 (Little Evidence)	2 (Developing)	3 (Providing)	4 (Sustaining)
Core instruction	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> The school provides high-quality, challenging core instruction for all students. Teachers demonstrate responsibility for the learning of all students. All lessons integrate differentiated instruction so that 80-90% of students learn key concepts through core instruction and without the need for tiered support. Leaders routinely monitor the effectiveness of the core curriculum/instruction. 	Integrated, supported by district policies and practices, and self-sustaining
Screening and monitoring	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> A universal screening system is used to assess academic and behavioral strengths and challenges of all students, and to identify students needing additional support. Leaders and instructional staff regularly monitor students' progress in relation to interventions that have been applied. A progress-monitoring system is in place, and data from this system drive instructional decisions throughout the tiered process. The system of interventions allows students to move along a continuum of services and change placements according to identified progress or needs. 	
Supports and interventions	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> Flexible tiers of research-based interventions supplement, enhance, and provide access to the core curriculum for students needing additional support. The school schedule is flexible and provides adequate time for both core instruction and additional academic and/or behavioral supports as needed. Staff utilizes resources to support students with a range of academic needs. An effective system of communication is in place among staff, families, and community partners and ensures coordination of services in support of learning. Increasing levels of student support match instructional approaches/intensity to the specifics and severity of need: 5-10% of students receive Tier II interventions, while 1-5% receives intensive Tier III interventions. School culture promotes ongoing reflection on how instructional time is used; leaders adjust schedules in response to what is learned. The school provides opportunities for academic and other support outside school hours; barriers to participation are minimized. Interventions are research-proven, taught by qualified professionals, and aligned to student needs and district and state frameworks. 	

Related ESE Resource: System of Tiered Instruction Framework and Self-Assessment Rubric: http://finance1.doe.mass.edu/Grants/grants11/rfp/doc/257_appn_b.pdf

<p>IX. Students' Social, Emotional, and Health Needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students that reflects the behavioral health and public schools framework.</p>				
	1 (Little Evidence)	2 (Developing)	3 (Providing)	4 (Sustaining)
Learning environment	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> School leaders and staff create a safe and supportive learning environment through clearly established safety and behavioral expectations. All classrooms create predictable environments, and a climate that supports learning. Staff identifies issues arising in the lives of students (for example, poverty, mobility, family dynamics) and work to address them to minimize their impact on learning. Social and emotional supports are clinically, linguistically, culturally, and developmentally appropriate for students. Leaders and staff encourage students to share their perspectives and experiences; student perspectives influence what is taught and how the school prepares students for college and for 21st Century learning and work. Students are supported in taking responsibility for their own learning and behavior. 	<p>Integrated, supported by district policies and practices, and self-sustaining</p>
Physical and behavioral health	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> Healthy lifestyles are promoted through access to nutritious food/physical activity. A school nurse or other appropriate healthcare provider screens students for health issues and to identify behavioral needs, and coordinates with families to address needs that arise. 	
Systems and procedures	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> The system of supports includes school-wide efforts (for example, universal breakfast), as well as short- and longer-term targeted interventions. Staff culture models a healthy school climate, including social, emotional, and physical health that is desired for the students. Supports are available to staff. Students in crisis, students at risk of dropping out, and others who require intensive assistance are identified and linked to appropriate supports in a timely manner. PD is provided to all staff on topics needed to enhance the school's capacity to improve students' behavioral, emotional, and physical health—including PD in the use of resources and community partners. Leaders identify and coordinate community services that the school needs. The school collaborates with families to increase its capacity to address students' social, emotional, and health needs, as well as the families' capacity to do the same. Leaders regularly assess the impact of policies, procedures, and programs on the academic and social environment, and revise them as needed. There is a mutually beneficial relationship between community partners and school. 	
<p>Related ESE Resource: The Behavioral Health and Public Schools Framework: http://bhps321.org/viewframework.asp</p>				

<p>X. Family-School Engagement: <i>The school develops strong working relationships with families and appropriate community partners and providers in order to support students’ academic progress and social and emotional well-being.</i></p>				
	1 (Little Evidence)	2 (Developing)	3 (Providing)	4 (Sustaining)
Strategic relationships	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> • Leaders ensure that students, families, and community partners understand the school’s improvement plan and learning goals; leaders strategically leverage family and community resources in service of these goals. • Leaders solicit and act on the input of families and community partners when developing and implementing the school’s strategic plan. • The school actively overcomes barriers to family engagement and participation. • Under-represented groups are actively recruited and trained to be effective participants in the improvement of school performance. • Families and community partners are encouraged to help plan meaningful events and programs. • Families and community partners report satisfaction with opportunities to engage with the school and believe that the school values their perspectives. • The school provides community partners with the support and resources they need to undertake their work. • Strong relationships with families and community partners contribute to student learning and students’ social, emotional, and physical well-being. 	Integrated, supported by district policies and practices, and self-sustaining
Communication	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> • The school ensures effective two-way communication with both families and community partners, addressing language and other potential barriers. • Leaders and staff regularly provide families and community partners information on student status and progress. • The principal or a designee meets regularly with the school council, parent, and student government/leadership groups and keeps them informed of current school issues, concerns, and solutions. • The school jointly analyzes student performance data with families, community partners, and other constituent groups. • The school, in conjunction with community partners, offers families resources and activities that support student academic and social/emotional success. • Leaders evaluate the school’s efforts to communicate with and engage families and community partners, and adjustments are made as necessary. • There is evidence that the concerns, requests, and needs of families and community partners are addressed by the school in a timely and professional manner. 	
<p>Related ESE Resource: Family and Community Engagement Standards: http://www.doe.mass.edu/sda/framework/level4/PCEIstandards.doc</p>				

<p>XI. Strategic Use of Resources and Adequate Budget Authority: The principal makes effective and strategic use of district and school resources and has sufficient budget authority to do so.</p>				
	1 (Little Evidence)	2 (Developing)	3 (Providing)	4 (Sustaining)
Strategic use of resources	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> • Leaders use a variety of data to inform decisions related to budget, time on learning/scheduling, staffing/human resources, materials, and the physical plant. • Leaders seek, coordinate, and leverage resources that support the school improvement plan, in accordance with district policies. • Leaders carefully align budget, staffing, and other resources to student needs and school goals; decisions are made and resources are integrated to serve ‘the big picture’. • Leaders evaluate the effectiveness and efficiency of resource allocations; the principal uses the full authority granted by the district to adjust resources as needed. • All staff reports that they are able to access needed materials and other resources in a timely manner. 	Integrated, supported by district policies and practices, and self-sustaining
Coordination between school and district	Very little to no progress in implementation	Some aspects of condition in place; inconsistent or low-quality implementation	<ul style="list-style-type: none"> • Leaders ensure ongoing communication across school and district units, as well as within the school, regarding the need, availability, and allocation of resources. • School leadership regularly accesses available updated and accurate financial reports. • The principal has sufficient authority and flexibility to adjust resources as needed. 	

Models, Tools, and Resources

The following links lead to both web pages and actual documents related to the Conditions for School Effectiveness. While the list is not comprehensive of all available ESE resources, it can provide access points from which to further explore what ESE has to offer districts and schools. If you would like to recommend other resources for this list, please email districtassist@doe.mass.edu

Overarching:

- Overview of the ESE Framework for District Accountability and Assistance: <http://www.doe.mass.edu/sda/framework/default.html>
- Conditions for School Effectiveness Self-Assessment: <http://www.doe.mass.edu/sda/framework/default.html>

I. Effective district systems for school support and intervention:

- District Self-Assessment (in development)
- Effective District Practice Guide (in development)

II. Effective school leadership:

- Alternative English Language Education Programs in Level 4 Schools: <http://www.doe.mass.edu/sda/framework/level4/AltELE.pdf>
- Alternative English Language Education Program Scenarios for Level 4 Schools: <http://www.doe.mass.edu/sda/framework/level4/ScenariosLEPSchools.pdf>
- Education Data Warehouse: <http://www.doe.mass.edu/infoservices/dw/>
- Exploring Best Practices in School Redesign: Cases from the Field: <http://www.doe.mass.edu/sda/framework/level4/>
- District Analysis and Review Tool (DART): <http://www.doe.mass.edu/sda/dart/>
- District Data Team Toolkit: <http://www.doe.mass.edu/sda/ucd/>
- New Policy Standards for Principals, Superintendents, and Other Leadership Roles: <http://www.doe.mass.edu/edleadership/policy/>
- Performance Improvement Mapping: <http://www.doe.mass.edu/sda/regional/pim/default.html>
- School/District Profiles: <http://profiles.doe.mass.edu/>
- Student Growth Percentile resources: <http://www.doe.mass.edu/mcas/growth/>

III. Aligned curriculum:

- Connecting Math and Literature Library by Grade Level: <http://www.doe.mass.edu/omste/instructional.html>
- Guide for Developing Content-Based English as a Second Language (ESL) Curriculum: <http://www.doe.mass.edu/ell/cdguide/?section=steps>
- Massachusetts Curriculum Frameworks: <http://www.doe.mass.edu/frameworks/current.html>
- Massachusetts PreK-12 Literacy Plan: <http://www.doe.mass.edu/literacy/nga/>
- MCAS performance level descriptions: <http://www.doe.mass.edu/mcas/tdd/pld/>
- English Language Proficiency Benchmarks and Outcomes (ELPBO): <http://www.doe.mass.edu/ell/curriculum.html>
- Sample Ideas for Summer English Language Education Semester Programs: <http://www.doe.mass.edu/sda/framework/level4/SampleSummerPrograms.pdf>
- Science and Technology/Engineering Strand Maps: <http://www.doe.mass.edu/omste/maps/default.html>

IV. Effective instruction:

- Characteristics of Standards-Based Teaching and Learning: <http://www.doe.mass.edu/sda/ucd/walk/>
- Characteristics of a Standards-Based Mathematics Classroom: http://www.doe.mass.edu/omste/news07/mathclass_char.doc
- Characteristics of a Standards-Based Science Classroom: http://www.doe.mass.edu/omste/news07/scitechclass_char.pdf
- Standards-Based Characteristics of Teaching and Learning Sheltered English: <http://www.doe.mass.edu/sda/framework/level4/SEIContentContinuum.pdf>
- Learning Walkthrough Implementation Guide: <http://www.doe.mass.edu/sda/ucd/>

V. Student assessment:

- District Analysis and Review Tool (DART): <http://www.doe.mass.edu/sda/dart/>
- Education Data Warehouse: <http://www.doe.mass.edu/infoservices/dw/>
- Performance Improvement Mapping (PIM): <http://www.doe.mass.edu/sda/regional/pim/>
- Student Growth Percentile resources: <http://www.doe.mass.edu/mcas/growth/>

VI. Principal's staffing authority:

- Selecting Outstanding Teachers for Level 4 Schools: <http://www.doe.mass.edu/sda/framework/level4/SelectingTeachers.pdf>

VII. Professional development and structures for collaboration:

- Professional Learning Communities Guidance: <http://www.doe.mass.edu/sda/ucd/>
- Common Planning Time Self-Assessment Toolkit: <http://www.doe.mass.edu/sda/ucd/>
- Mathematics Learning Community: Professional Development Curriculum Materials: <http://www.doe.mass.edu/omste/instructional.html>

VIII. Tiered instruction and adequate learning time:

- Expanded Learning Opportunities for Students: <http://www.doe.mass.edu/sda/framework/level4/LearningOpportunities.pdf>
- Tiered Instruction: Grounding Document and Self-Assessment Instrument: <http://www.doe.mass.edu/sda/framework/level4/>

IX. Students' social, emotional, and health needs:

- Addressing Students' Social, Emotional, and Health Needs: <http://www.doe.mass.edu/sda/framework/level4/StudentsNeeds.pdf>
- The Behavioral Health and Public Schools Framework: <http://bhps321.org/viewframework.asp>
- Bullying Prevention and Intervention Resources: <http://www.doe.mass.edu/ssce/bullying/>
- Safe and Healthy Learning Environments: <http://www.doe.mass.edu/ssce/safety.html>

X. Family-school engagement:

- Adult and Community Learning Services (ACLS): <http://www.doe.mass.edu/acls/>
- Massachusetts Family Literacy Consortium: <http://www.doe.mass.edu/familylit/>
- Family and Community Engagement Standards: <http://www.doe.mass.edu/sda/framework/level4/PCEIstandards.doc>
- Students and Families: http://www.doe.mass.edu/FamComm/f_studentsupport.html

XI. Strategic use of resources and adequate budget authority: (in development)