**Turnaround Practices in Action**

**A Supplemental Analysis of 2014-15 Achievement Data for Cohort 1 Level 4 schools.**

April 2015

**Introduction**

In 2010, Massachusetts identified its first cohort of 35 Level 4 schools. After three years, 14 schools exited Level 4 status having made significant gains in student achievement and attaining their measurable annual goals in 2013. Through four years of turnaround (through spring 2014), another 4 schools exited Level 4 status. In total, 18 of the original 35 schools have exited Level 4, 11 schools remain in Level 4, 4 schools are Level 5, and 2 schools have closed.

The specific practices used by 14 schools making progress and ultimately exiting Level 4 status in 2013 were documented in the *2014 Turnaround Practices in Action* report. The 2014 MCAS data and spring 2014 Monitoring Site Visits (MSVs) provided an opportunity to document the practices used by schools that exited Level 4 status in 2014.

The supplemental analysis was guided by the following question: To what extent did the newly exited (in 2014) Level 4 schools use the four Turnaround Practices**Logo for the Institute for Strategic Leadership and Learning: Advancing Innovation and Transformational Change**?

**Leadership, shared responsibility, and professional collaboration

Intentional practices for improving instruction 

Providing student specific instruction and supports to all students

A safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers The newly exited Level 4 schools (Burke HS, Brightwood ES, Brookings ES, and Chandler ES) focused their efforts on tiered instruction while maintaining and refining leadership practices related to teaming and instructional feedback.**

Each school increased its focus on one or more of the Turnaround Practices in school year 2013-14. For instance, **Brookings ES** refined its approach to tiered instruction through intentional shifts in staffing and scheduling. Similarly, **Chandler ES** refined its approach to tiered instruction and continued to cultivate shared leadership across the school, through the use of multiple leadership teams and active feedback between leaders and teachers regarding instruction. **Burke HS** has exhibited consistent use of the turnaround practices throughout their turnaround effort, but did not exit Level 4 until 2014 due to challenges in improving graduation rates. A new principal took the lead at **Brightwood ES** in 2012-13, coinciding with consecutive years of gains in student achievement and PPI’s of 75 or higher.

**Three of the four newly exited Level 4 schools and seven of the ten previously exited Level 4 schools that continued to make gains in achievement employed “wraparound zone” supports and services.**

The use of wraparound services in the majority of exiting Level 4 schools, and particularly by exited schools that have sustained achievement gains, reinforces the importance of non-academic supports and services in Level 4 schools that mitigate issues that may otherwise pose challenges to students’ ability to learn (and teachers’ ability to meet the needs of all students). Additionally, wraparound zones provide a constellation of supports that suggest that the foundational turnaround practice may be more complex and nuanced than documented in the 2014 Turnaround Practices report. Future research of achievement trends of exited Level 4 schools in school year 14-15 will need to further consider the importance of safe and supportive school climates in turnaround.