Turnaround Plan Review Rubric

|  | Exceeds | Meets | Developing |
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| Section I: Executive Summary  (1-2 pages) | The Executive Summary satisfies all requirements for a *Meets* rating, and furthermore includes a discussion of research undergirding key improvement strategies and how the school’s demographics and context align to the research. Generally, gets to the spirit of the requirements rather than just complying with them. | The summary includes a clear and succinct profile of the school’s demographic information and other information that distinguishes it.  A vision for the school that includes a vision for students and staff is included and summarized. Includes an articulation of how this approach is different than the strategies used in the past.  Key improvement strategies are identified, including information about what problems they will solve and how they fit together are shared clearly. Goals are shared, and an overall definition of success is articulated. | The summary includes some information about the school, but it is not clear about how this information relates to the school’s turnaround needs.  The vision is not specific about changes in school culture or staff and student practice.  Some of the strategies the school intends to implement are highlighted, but are not connected to specific needs, or not explained in a coordinated manner. Goals are either not mentioned, or there is no mention of how they build to a definition of success. |
| Section II: Stakeholder Engagement  (1-2 pages) | Satisfies all requirements for a *Meets* rating, and details how marginalized stakeholder groups were identified and meaningfully engaged in the turnaround planning process. Additionally, describes how stakeholders beyond immediate groups (staff, parents, students) will remain engaged beyond plan formation. Describes stakeholder's substantive contribution to the plan and how the contribution leads to change. | Describes a meaningful effort to engage stakeholders, including historically marginalized groups.  Briefly summarizes the engagement process and methods used and focuses specifically on the information gained from stakeholders including recommendations and how those will inform the turnaround plan.  Includes information about how stakeholders will be engaged in the ongoing turnaround effort, methods for keeping stakeholders informed, and who will own the relationships with various stakeholders or groups. | Stakeholder groups may not be specifically named, or may be limited to staff and some parents, but not broader groups.  No or limited explanation of stakeholder engagement strategies, methods for gaining input, or what was learned from the stakeholders. Lack of substantive contribution described and unclear actions as a result of stakeholder input.  Information about how the school will maintain stakeholder engagement may be missing, or not specific in terms of timelines, methods, or relationship owners. |
| Section III: Envision the Future  (1 page) | Satisfies requirements for a *Meets*  rating and leverages the vision as an organizing structure and communication tool for improvement initiatives in graphical or written form. In either case, the vision is understandable to a wide variety of audiences and will serve as a central focus point to ground the turnaround work. | A clearly explained vision for student and staff success is described with a specific timeline for achieving it. The description of the vision includes specific things that will be seen, heard, and/or felt by members of the school community.  The section includes a description of how this vision will shape change in the school and how both adult and student behaviors and student outcomes will be different as a result.  Describes how the school’s vision aligns with the district vision for success.  Describes how stakeholders were engaged in crafting the vision or how their input may have influenced it. | A vision is communicated, but it may not be clear in terms of timeline for its achievement, or specific changes that will be seen, heard, or felt.  The way the vision unites improvement initiatives may not be clear beyond serving as a slogan or statement of purpose.  There is little or no explanation of how the vision connects with the district vision for success.  There is little or no information about how stakeholders were engaged in the creation of the vision, even if there is information stating that the vision was communicated to stakeholders after it was developed. |
| Section IV: Assessment of Assets and Challenges  (2-3 pages) | Satisfies the requirements for a *Meets* rating and details a thoughtful analysis of how the assets available to the school can be leveraged to address the challenges that have been identified. This analysis should also identify how once initial challenges are addressed what additional improvements can be made that will help the school move toward the long-term vision described in Section III. | This section should describe the results of a set of analyses explaining what questions drove the inquiry and what conclusions were reached.  Describes the range of data sources used, analysis techniques applied, and initial lines of inquiry pursued.  Describes the results of initial analyses, and the identification of specific problems or issues to be further analyzed. The identified problems are structural and/or systems related and refrain from blaming teachers, students, parents, district personnel.  Describes the data used and process applied for root cause analysis for each of the issues identified in initial analysis.  Clearly articulates the key challenges to be addressed and key assets that can be leveraged in addressing the challenges. | Rather than the results of an analysis, this section lists raw data with little or no explanation about what was learned from its use. Or, the data analyzed is limited in scope an does not include a deep analysis.  Summary findings are presented, but the degree to which analysis helped shape them is not clear. (i.e., “We looked at X data and saw that Y curricular area was our lowest.”)  It is not clear how specific lines of inquiry were pursued and analyzed, or how the analysis work yielded information that was used for root cause analysis.  There is little or no explanation of the root cause analysis process, or leaps of logic may exist between the analysis work and the specific challenges the school has identified. |
| Section V: Strategic Objectives and Initiatives Aligned to Turnaround Practices  (roughly 2 pages per turnaround practice) | Satisfies the requirements for a *Meets* rating, and further leverages the Turnaround Practices as an organizing focus for the school’s work. A logical progression of activities is articulated that will move the school toward full implementation of the turnaround practices. The progression considers the school's capacity, need for intensive implementation, and initiatives that will begin or expand beyond year one.  Within the discussion of initiatives and strategies to be implemented under each practice, an effort is made to explain the rationale for the strategies identified and how those strategies will lead to accelerated improvement. | Schools should write to each turnaround practice however emphasis should be placed on turnaround practices that align clearly with strategies and initiatives that logically flow from the analysis of key assets and challenges.  Schools should address the research base for their strategies. They should further specifically cite how at least one of the strategies is aligned with one of the three tiers of evidence-based strategies as defined by ESSA[[1]](#footnote-1) and cite the research associated that supports the tier designation.  **For each turnaround practice[[2]](#footnote-2):**  Describes in a clear and understandable way, a set of strategies that will move the school forward in alignment with the vision described in Section III.  Describes how each strategy addresses an issue from analysis done in Section III that may underlie the reason for the school’s designation.  Describes how each strategy will improve and/or ensure equity across the student population.  Describes systems and/or process that will be implemented to ensure the strategy is effectively implemented.  Describes a timeline and key implementation steps/milestones for each strategy over a two-three year timeline. (*This may include a supplemental action plan, but this level of detail is not required.*) | There seems to be little strategy about how the turnaround practices will be used to organize improvement efforts. Focus may be on just one turnaround practice, or evenly distributed across all four without an explanation as to why this approach was taken.  Strategies are not clearly stated, and there is not a clear explanation for how any of them are supported by research and evidence.  For two or more turnaround practices, strategies may not be well articulated, not connected to issues named in Section III, or not targeted at improving the achievement for specific groups of students.  Timelines for key implementation milestones may not be well explained, contain leaps of logic, or may not be aligned toward achieving the goal of the strategy. |
| Section VI: District Systems  (2-3 pages) | Satisfies the requirements for a *Meets* rating and demonstrates a clear district/school partnership and engagement with stakeholders to implement specific autonomies that will remove barriers for the school. The district has clearly described plans that will mitigate resource inequities. | Describes specific changes in policy and/or autonomies that will be afforded to the school that will support the school’s ability to carry out the turnaround plan. Further describes how the school will leverage these changes in their work.  Describes district systems including human capital and/or partnership (vendor) management support appropriate to the scope and scale of the needs of the school.  Describes a three-year financial plan to support the school that addresses equitable resource allocation. | It is not clear how the district is making changes in policy or support for the school in a tangible way.  There is little or no discussion of how the district and school will make use of autonomies, human capital, or partnership to support capacity needs in the school.  There is little or no explanation of a financial plan or the plan does not address equitable resource allocation beyond a single year without a plan for sustainability. |
| Section VII: Goals, Benchmarks, and Progress Monitoring | Satisfies all of the requirements for both school and district progress monitoring to achieve a *Meets* rating and further clarifies how goals inter-relate to build toward the school’s vision for success articulated in Section III.  Descriptions of progress monitoring processes go beyond compliance activities and demonstrate a deeper level of thinking about the integration of progress monitoring and improvement efforts. | **School progress monitoring process:** *(1-2 pages)*  Describes the teams and processes that will be put into place to collect and analyze data for benchmark reviews.  Describes the data collection methods, and any support for organizing and analysis needed from the district or other sources.  Describes how the school will ensure that reviews of benchmarks will result mid-course corrections or adjustments, how the changes of plans will be made and communicated, and how the changes may impact further data collection and analysis. Recognizes that progress monitoring can change implementation plans but remains focused on long-term goals and outcomes.  **District progress monitoring process:**  *(1 page)*  Describes how the district will progress monitor the systems and processes it put in place to support the school’s turnaround efforts.  Describes how the district will support the school’s ongoing progress monitoring, including assistance with data collection and/or analysis  Describes how the district will follow through on mid-course corrections for its own strategies and supports, and how it will support adjustments to the school’s turnaround plans and strategies.  **Goals and Benchmarks by Turnaround Practices**  Measurable Annual Goals adhere to guidance given by the state regarding required targets, accountability measures, and identified student groups. Other MAGs aligned with turnaround practices 2 and 4 are purposefully chosen in alignment with the school’s vision and strategies.  Interim Benchmarks for teachers describe up to three meaningful changes in adult practice that will be measured and reviewed during benchmark periods.  Interim Benchmarks for student learning and/or behaviors describe up to three meaningful changes in student learning or tasks that will be measured and reviewed during benchmark periods. | Explanation of the people and processes involved in progress monitoring lacks specific information about how the work will unfold.  Data may be identified, but no clear approach for its collection or analysis is described. The data may be limited to reports from Edwin (state data warehouse) or a local data system and may not align to the outcomes identified in the goals.  No explanation, or a weak explanation of how benchmarking and progress monitoring will inform decisions about action steps or possible mid-course corrections.  There is little or no explanation of how the district will progress monitor its support of the school’s turnaround work.  There is little or no mention of the district’s involvement in the school’s progress monitoring work.  There is little or no information about how the district will make or follow through on mid-course corrections that may be necessary for the school to achieve its turnaround goals.  Measurable Annual Goals are not in alignment with required targets, accountability measures, or identified student groups.  Interim benchmarks are not aligned with clearly stated changes in adult practices, or do not illustrate a logical path to goal achievement.  Interim benchmarks are not aligned with clearly stated changes in student learning, or do not illustrate a logical path to goal achievement. |

**Other considerations**

Reviewers will be looking to see whether schools explicitly address specific issues that led them to be identified as schools in need of targeted assistance in DESE’s accountability system, *e.g., If the school was identified for underperforming subgroups of students, does the plan adequately address those students and all students in the plan? If a high school is in the 10th percentile or below and has a low graduation rate, does the plan address both?*

1. <http://www.doe.mass.edu/research/howdoweknow/> See also, ESSA Tiers of Evidence in our Resource Library folder. [↑](#footnote-ref-1)
2. TP1: school leadership and professional collaboration, TP2: instructional practice, TP3: student-specific supports, TP4: school climate and culture. [↑](#footnote-ref-2)