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**Level 3 Turnaround Plan Directions & Guidance**

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## Overview

The Statewide System of Support (SSoS) in the Department of Elementary and Secondary Education (ESE) has created a plan template and accompanying guidance document for district and school leaders who want to organize and frame their turnaround work in a manner that is aligned to Massachusetts turnaround practices research.

Research shows that Massachusetts turnaround schools that achieved dramatic academic and non-academic improvements have actively utilized the *authorities* afforded to them through Level 4 accountability status, utilized *funding* that was directly aligned to their needs, *provided targeted instruction* to students, and embedded *district systems* of support and monitoring to maximize the impacts of these fundamental conditions. With those conditions in place, the schools focused their work in the following areas, which in turn has shaped the framework of the new turnaround template:

* **Leadership, shared responsibility and professional collaboration**
* **Intentional practices for improving instruction**
* **Student-specific supports and instruction to all students**
* **School culture and climate**

Educators can access and learn from the effective turnaround practices engaged in by schools in Massachusetts which will inform their thinking and planning. The turnaround practices reports and resources can be found on the ESE’s [website](http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/support-for-level-3-4-and-5-districts-and-schools/school-and-district-turnaround/turnaround-in-massachusetts/turnaround-and-emerging-practices-reports.html)[[1]](#footnote-1).

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

* + - * A streamlined plan with succinct narrative that is user-friendly and an **authentic guide** for all practitioners
			* A plan that is built on **benchmarks** that effectively measure growth towards throughout the school year to determine if the school is making progress towards meeting their annual goals
			* A plan that can be used as a **communication** and **reflection** tool

The plan and guidance is one component of a broader approach the Statewide System of Support developed that is intended to enhance our current support to district and school leaders by engaging in a collaborative data analysis process to identify needs, support the development of the turnaround plan, align to district systems of support and monitoring on a quarterly basis, incorporate additional ESE expertise as resources to school and district leaders, and maximize the time to engage in turnaround work as soon as relevant data is available in order to close achievement gaps sooner.

**Level 3 Turnaround Plan Directions & Guidance**

The directions that follow are intended to be used by the district and school team to aid in the development of the turnaround plan. The sections are aligned to the Turnaround Plan Template and directions have been removed from the Turnaround Plan Template in order to make the final product as user-friendly and useful as possible.

## Turnaround Plan Cover Sheet

When completing the *Turnaround Plan Cover Sheet*, please enter the district and school names, plus dates submitted to ESE.

## SECTION I: Executive Summary

Provide a brief executive summary of the Turnaround Plan that includes the rationale for school turnaround and key strategies that will be used to accelerate improvement in each turnaround practice, and describes how the proposed strategies will be different from previous turnaround efforts.

## SECTION II: Turnaround Practices for School and District

**Turnaround Practice #1: Leadership, shared responsibility & professional collaboration**

The school has established a community of practice through leadership, shared responsibility for all students and professional collaboration

**Directions…**

**In the box provided in this section of the *Turnaround Plan Template,*** address the following for this turnaround practice. This narrative must exhibit the district’s and school’s capacity and commitment to do this work. A comprehensive response for this section should be about 3 pages.

1. Describe the **data analysis/root cause analysis**
2. Based on the data analysis, describe the **challenges** that were identified
3. Describe the **strategies** and **rationale** that will address these challenges
4. Describe how the strategies will be **implemented**
5. Describe the **district plan to** **support and monitor** the strategies

**Wherever applicable**, incorporate school and district considerations of:

* + 1. Stakeholder input and recommendations,
		2. School/district accountability reviews,
		3. Data from Monitoring Site Visits,
		4. Student achievement on the Massachusetts Comprehensive Assessment System/PARCC
		5. Additional measures of student achievement,
		6. Achievement of subgroups of students (including low-income students as defined in chapter 70, limited English-proficient students, and students receiving special education services),
		7. Student promotion and graduation rates, and
		8. Student attendance, dismissal, and exclusion rates.

**Guiding Questions: Turnaround Practice 1**

The following **guiding questions** are designed to help foster a discussion among all stakeholders in identifying the key strategies that will advance your work relative to Turnaround Practice 1.

Not all guiding questions need to be answered directly in the turnaround plan narrative; they are intended to prompt reflection on and analysis of the school’s needs and how the strategies described in the turnaround plan will address those needs.

However, we have linked all guiding questions to associated rubric items and/or Grant Requirement Items for your reference. Reviewing these guiding questions in connection with their associated rubric and Grant Requirement Items may help schools ensure that their turnaround plan narrative aligns with grant expectations.Schools applying for funding should carefully review ALL rubric items and Grant Requirements to ensure they are addressed in the turnaround plan narrative prior to submitting the grant application. (See Section V of this document for Grant Requirements. The rubric is posted on ESE’s website with this grant RFP.)

**Guiding Questions: Turnaround Practice 1**

* Does the principal and/or leadership team have the necessary competencies and experience to lead a successful school turnaround effort? *(Rubric Item 4, Grant Requirement 1)*
* Is the right instructional staff on board and in the right positions to do the urgent turnaround work? Is the leadership and staffing organized to ensure the commitment and capacity to do the work? *(Rubric Item 5)*
* Does the principal have the staffing autonomy needed to effectively implement the turnaround plan by adjusting “bidding and bumping” language to insulate staff selected to work at the school? Does the principal have the greatest amount of flexibility when hiring new staff? *(Rubric item 4, Grant Requirements 3, 4, and 5)*
* Are robust recruitment and retention activities in place to ensure the right instructional staff are in the right positions to rapidly advance student achievement at the school? *(Rubric Item 5, Grant Requirement 4)*
* Do staff members share a relational, trust-focused culture with each other and their instructional supports (e.g., coaches) that is solution oriented and focused on improvement as exemplified by frequent collaboration in developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions? *(Rubric Item 11)*
* Are formal structures in place to build effective staff relationships balanced with transparency and open, two-way communication across staff and school teams and between administrators and staff? *(Rubric Item 11, Rubric Item 9, Rubric Item 6)*
* Do school leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in fact in place? Does a majority of staff believe leadership, staff, and students have high expectations and demonstrate positive regard? *(Rubric Item 18)*
* Are the school leadership and instructional staff operating from an improvement plan focused explicitly on instructional practice and accelerated student outcomes? What are the current areas of focus for instructional improvement? *(Rubric Item 16)*
* Do staff and school leaders create and monitor clear instructional expectations that are understood by all staff? Do school leaders communicate instructional expectations consistently to the entire staff? *(Rubric Item 16, Rubric Item 23)*
* Is there a common understanding/vision of what instruction should look like in order to accelerate student learning? Do the majority of staff buy in to the school’s vision? *(Rubric Item 16)*
* Does the school have a plan to ensure that every student has equitable access to the highest quality educational experiences? *(Grant Requirement 10)*
* Does school leadership implement rigorous, transparent, and equitable evaluation and support systems for teachers and principal(s) that provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development in accordance with the Massachusetts Educator Evaluation Frameworks requirements? *(Rubric Item 6, Grant Requirement 2)*
* Consider the inquiry cycle of continuous improvement in your school and district. What is the mechanism for instructional leaders to regularly analyze evidence of instructional practice along with student achievement, professional development (PD), and other data? What is the mechanism to then make mid-course adjustments if necessary? *(Rubric Item 16, Rubric Item 6)*
* How do leaders regularly gather evidence on instructional practice? How does this information help inform PD planning? *(Rubric Item 6, Grant Requirement 9)*
* How is formative feedback on instructional practice delivered to teachers? How often? What is the follow-through to ensure it results in improvement? *(Rubric Item 6)*
* Is feedback professionally valued and does it promote a school-wide mindset to collectively improve adult practice? *(Rubric Item 6)*
* How is PD differentiated for teachers’ needs as identified in their evaluation practice goals? *(Rubric Item 6, Grant Requirement 9)*
* How are PD needs identified for the school and for individual teachers? What PD has taken place during the past two years? How does the school follow up to measure effectiveness and implementation? *(Rubric Item 6, Grant Requirement 9)*
* What opportunities do teachers have to observe and learn from each other’s practice? *(Rubric Item 11)*
* Does the principal have the autonomy to set and administer the school schedule, calendar, curriculum, assessments, and professional development? *(Rubric Item 10, Grant Requirement 7)*
* Does the schedule provide for embedded PD as an integral part of daily routines (e.g., through coaching, staff meetings, and/or collaborative time)? *(Rubric Item 10, Rubric Item 6, Rubric Item 11)*
* Are there established systems and protocols to guide collaborative discussions in Instructional Leadership Teams, Common Planning Time/Teams, Grade Level Teams, Vertical/Content Teams, or other ad hoc teams and committees? How does school and district leadership ensure that these times are maximized to accelerate teaching and learning? *(Rubric Item 9, Rubric Item 11)*
* Does school leadership implement strategies (e.g., succession plan, distributed leadership, new funding streams) for ensuring improvement efforts will be sustained over time or under new leadership? *(Rubric Item 11, Rubric Item 24)*
* Does each school team foster staff input that influences school-wide decision-making? *(Rubric Item 9)*
* Is the work of all teams integrated to work together coherently across the school? *(Rubric Item 9)*
* Do school and district leadership rigorously recruit, screen and select current and new external partners working with the school, and hold them accountable for meeting agreed-upon performance benchmarks? *(Rubric Item 7, Grant Requirement 13)*
* Does school leadership ensure the implementation of culturally proficient practices in the school? *(Grant Requirement 10)*

**Benchmarking Progress**

**Directions…**

**Measureable Annual Goals**

Measurable Annual Goals (MAGs) are set in the areas of student rates (e.g., attendance), student achievement, college and career readiness, and school climate. The Turnaround Plan Template has embedded all of the required MAGs for student rates, college and career readiness, and school climate into the appropriate Turnaround Practice.

MAGs for student achievement are set by ESE and are attained by meeting annual accountability targets, including targets for low-income students, English Language Learners, and students with disabilities, along with graduation and dropout rates for high school.

**Interim Benchmarks**

Identify **interim benchmarks** that your school and district will use to monitor the strategies proposed for each of the four turnaround practices. These ‘proof points’ will be used to ensure progress is being made, determine where additional support and assistance is needed and inform mid-course corrections when it is not.

* Identify no more than three Interim **Benchmarks for Teachers and Practitioners** for this Turnaround Practice. These benchmarks are indicators that adult practice is changing and is helping the school make progress toward improving student learning, as evidenced by meeting their MAGs. They articulate and represent what the adults will be doing differently as a result of the strategies described for this Turnaround practice. They should reflect meaningful changes in actions, discourse, belief, expectations, and instructional practice.
* Identify no more than three **Interim Benchmarks for Students** for this Turnaround Practice. These benchmarks are indicators that student learning and tasks are changing as a result of the changes in educator practice; and that the school is making progress toward meeting their MAGs. They are interim indicators that the school is on track for end-of-year results, or that adjustments are needed to get on track.

**Guidance to consider…**

**Sample benchmarks** for this Turnaround Practice are provided below as a guide to prompt the team’s thinking. These benchmarks are intended to offer guidance only. It is essential for school and district teams to develop meaningful benchmarks that capture and measure progress on the identified strategies for this Turnaround Practice in order to effectively monitor progress throughout the year.

|  |  |
| --- | --- |
| **MAGs for Student Achievement**(set by ESE) | We will meet our annual accountability targets as set by ESE, including targets for low-income students, English Language Learners, and students with disabilities, along with graduation and dropout rates for high school.  |
| **Interim Benchmarks for Teachers/ Practitioners** | Sample benchmarks:* By XX date, 100% of school instructional leaders, including the principal, can provide specific and actionable feedback to teachers about the rigor of their instruction, as evidenced by sample feedback and notes from subsequent classroom observations.
* By XX, 100% of district data team and school instructional leadership teams will make and follow through on data-informed decisions that improve instruction, as evidenced by a representative sampling of data team observations and minutes.
* By XX date, all school instructional leaders will be able to provide evidence of focused instructional coaching with at least two teachers who were identified as high priority, as evidenced by observations, review of written feedback, and other evidence.
 |
| **Interim Benchmarks for Students** | Sample benchmarks:* For assessments that are based on growth models and show a progressive gain in skills:  the % of students scoring Proficient or Advanced on the middle-of-the year benchmark assessment will increase from XX% to YY%.
* For assessments that capture mastery at a moment in time:  the gap between the school and the state (or equivalent comparison group) will decrease from XX to YY points by XX date.
 |

**Turnaround Practice #2: Intentional practices for improving instruction**

The school employs intentional practices for improving teacher-specific and student-responsive instruction

**Directions…**

**In the box provided in this section of the *Turnaround Plan Template,*** address the following for this turnaround practice. This narrative must exhibit the district’s and school’s capacity and commitment to do this work. A comprehensive response for this section should be about 3 pages.

1. Describe the **data analysis/root cause analysis**
2. Based on the data analysis, describe the **challenges** that were identified
3. Describe the **strategies** and **rationale** that will address these challenges
4. Describe how the strategies will be **implemented**
5. Describe the **district plan to** **support and monitor** the strategies

**Wherever applicable**, incorporate school and district considerations of:

* 1. Local Stakeholder Group recommendations,
	2. School/district accountability reviews,
	3. Data from Monitoring Site Visits,
	4. Student achievement on the Massachusetts Comprehensive Assessment System/PARCC
	5. Additional measures of student achievement,
	6. Achievement of subgroups of students (including low-income students as defined in chapter 70, limited English-proficient students, and students receiving special education services),
	7. Student promotion and graduation rates, and
	8. Student attendance, dismissal, and exclusion rates.

**Guiding Questions: Turnaround Practice 2**

The following **guiding questions** are designed to help foster a discussion among all stakeholders in identifying the key strategies that will advance your work relative to Turnaround Practice 2.

Not all guiding questions need to be answered directly in the turnaround plan narrative; they are intended to prompt reflection on and analysis of the school’s needs and how the strategies described in the turnaround plan will address those needs.

However, we have linked all guiding questions to associated rubric items and/or Grant Requirement Items for your reference. Reviewing these guiding questions in connection with their associated rubric and Grant Requirement Items may help schools ensure that their turnaround plan narrative aligns with grant expectations.Schools applying for funding should carefully review ALL rubric items and Grant Requirements to ensure they are addressed in the turnaround plan narrative prior to submitting the grant application. (See Section V of this document for Grant Requirements. The rubric is posted on ESE’s website with this grant RFP.)

**Guiding Questions: Turnaround Practice 2**

* Is there a common understanding/vision of what instruction should look like in this school? *(Rubric Item 16)*
* How are expectations for high-quality instruction communicated and understood by most staff? *(Rubric Item 16, Rubric Item 11)*
* How is high-quality instruction consistently implemented and monitored? *(Rubric Item 16, Rubric Item 11, Rubric Item 6, Rubric Item 23)*
* Does staff have access to and utilize resources to support students with a range of academic needs? *(Rubric Item 17)*
* Do all students have access to culturally relevant teaching that includes students’ cultural references in all aspects of their learning? *(Rubric Item 18, Grant Requirement 10)*
* Are instructional staff using curriculum maps/pacing guides aligned to the state curriculum frameworks? *(Rubric Item 16)*
* Is the taught curriculum the intended curriculum? *(Rubric Item 16)*
* How does instructional staff align assessments and evaluate student work based on a common understanding of what mastery looks like? *(Rubric Item 16)*
* Do teachers and school staff consistently use student results on benchmark assessments, common assessments, and state assessments to make schoolwide instructional decisions? *(Rubric Item 6, Rubric Item 16, Rubric Item 23)*
* Is the school schedule providing adequate time for core instruction and, as needed, additional academic and/or behavioral supports? Is it flexible and fluid to adjust to needed adjustments based on formative data and feedback? Is it developed collaboratively with staff to ensure coordination and alignment across grade levels and content areas? *(Grant Requirement 7, Grant Requirement 8, Rubric Item 10, Extra Credit Item 1)*
* Are there formal teaming and collaboration strategies, processes, and protocols that are consistently implemented to address individual students’ academic needs by: (1) using data, (2) identifying actions to address student learning needs, and (3) regularly communicating action steps among all staff and teams? *(Rubric Item 9, Rubric Item 11)*
* Is a district or school level progress-monitoring system is in place? How do data from this system drive instructional decisions in core instruction and throughout the tiered process? *(Rubric Item 22, Rubric Item 23)*
* Is there a system of weekly/daily classroom observations focused on strengthening teachers’ instructional practices and providing specific and actionable feedback of instruction? Does the observational data inform instructional conversations and the provision of targeted and individualized supports/resources for teachers, as needed? *(Rubric Item 16, Rubric Item 6, Grant Requirement 2)*

**Lesson Planning and Preparation:** *(Rubric Item 16, Rubric Item 17)*

* What is the expectation/process for lesson planning in the school? Does it vary by grade?
* Are lessons based on curriculum maps/curricular guidance? Do they reflect high expectations for all students?
* Do lesson plans delineate in-class differentiation of core instruction to meet student needs?
* Are lessons developmentally appropriate? Do they engage students with content and address academic and social/emotional needs? Do they promote higher-order critical thinking?
* Are lessons designed for ELL students and consider their language proficiency levels? Does the school need to consider alternative English language learning programs for limited English proficient students?
* Are lessons designed for students with disabilities and consider their IEP goals, modifications and accommodations?
* Are steps required to address achievement gaps for low-income students?

**Benchmarking Progress**

**Directions…**

**Measureable Annual Goals**

Measurable Annual Goals (MAGs) are set in the areas of student rates (e.g., attendance), student achievement, college and career readiness, and school climate. The Turnaround Plan Template has embedded all of the required MAGs for student rates, college and career readiness, and school climate into the appropriate Turnaround Practice.

MAGs for student achievement are set by ESE and are attained by meeting annual accountability targets, including targets for low-income students, English Language Learners, and students with disabilities, along with graduation and dropout rates for high school. (Specific accountability targets will be defined by ESE in the future.)

**Other MAGs**

For this Turnaround Practice, we have embedded three college and career readiness/school climate MAGs in the table below. As opposed to the student achievement MAGs which are set by ESE, these MAGS are determined by the district and 3 are required in the categories bulleted in the chart below. Examples can be found in **Appendix A: MAGs Samples.**

**Interim Benchmarks**

Identify **interim benchmarks** that your school and district will use to monitor the strategies proposed for each of the four turnaround practices. These ‘proof points’ will be used to ensure progress is being made, determine where additional support and assistance is needed and inform mid-course corrections when it is not.

* Identify no more than three **Interim Benchmarks for Teachers and Practitioners** for this Turnaround Practice. These benchmarks are indicators that adult practice is changing and is helping the school make progress toward meeting their MAGs. They articulate and represent what the adults will be doing differently as a result of the strategies described for this Turnaround practice. They should reflect meaningful changes in actions, discourse, belief, expectations, and instructional practice.
* Identify no more than three **Interim Benchmarks for Students** for this Turnaround Practice. These benchmarks are indicators that student learning and tasks are changing as a result of the changes in educator practice; and that the school is making progress toward meeting their MAGs. They are interim indicators that the school is on track for end-of-year results, or that adjustments are needed to get on track.

**Guidance to consider…**

**Sample benchmarks** for this Turnaround Practice are provided below as a guide to prompt the team’s thinking. These benchmarks are intended to offer guidance only. It is essential for school and district teams to develop meaningful benchmarks that capture and measure progress on the identified strategies for this Turnaround Practice in order to effectively monitor progress throughout the year.

|  |  |
| --- | --- |
| **MAGs for Student Achievement**(set by ESE) |  We will meet our annual accountability targets as set by ESE, including targets for low-income students, English Language Learners, and students with disabilities, along with graduation and dropout rates for high school.  |
| **Other Measurable Annual Goals** | See Appendix A for sample MAGs in these areas:* Student acquisition of twenty-first century skills
* Development of college readiness, including at the elementary and middle school levels
* Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable
 |
| **Interim Benchmarks for Teachers/Practitioners** | Sample benchmarks:* By XX date the principal will be able to show that YY% of all teachers consistently use the agreed upon, aligned curricula in their classrooms, as evidenced by observations of classrooms and team meetings, and review of lesson plans.
* By XX date, the principal will be able to demonstrate that at least YY% of teachers at all levels of performance use the priority tools and strategies to increase the rigor of instruction, as evidenced by classroom observations, team meeting observations, and review of lesson plans.
* By XX date, YY% of teachers will deliver rigorous instruction, as measured by a review of observation data and actionable feedback provided from school leadership.
 |
| **Interim Benchmarks for Students** | Sample benchmarks:* For assessments that are based on growth models and show a progressive gain in skills:  the % of students scoring Proficient or Advanced on the middle-of-the year benchmark assessment will increase from XX% to YY%.
* For assessments that capture mastery at a moment in time:  the gap between the school and the state (or equivalent comparison group) will decrease from XX to YY points by XX date.
 |

**Turnaround Practice #3: Student-specific supports and instruction to all students**

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

**Directions…**

**In the box provided in this section of the *Turnaround Plan Template,*** address the following for this turnaround practice. This narrative must exhibit the district’s and school’s capacity and commitment to do this work. A comprehensive response for this section should be about 3 pages.

1. Describe the **data analysis/root cause analysis**
2. Based on the data analysis, describe the **challenges** that were identified
3. Describe the **strategies** and **rationale** that will address these challenges
4. Describe how the strategies will be **implemented**
5. Describe the **district plan to** **support and monitor** the strategies

**Wherever applicable**, incorporate school and district considerations of:

* 1. Local Stakeholder Group recommendations,
	2. Data from Monitoring Site Visits,
	3. School/district accountability reviews,
	4. Student achievement on the Massachusetts Comprehensive Assessment System/PARCC
	5. Additional measures of student achievement,
	6. Achievement of subgroups of students (including low-income students as defined in chapter 70, limited English-proficient students, and students receiving special education services),
	7. Student promotion and graduation rates,
	8. Student attendance, dismissal, and exclusion rates. Student promotion and graduation rates, and
	9. Student attendance, dismissal, and exclusion rates.

**Guiding Questions: Turnaround Practice 3**

The following **guiding questions** are designed to help foster a discussion among all stakeholders in identifying the key strategies that will advance your work relative to Turnaround Practice 2.

Not all guiding questions need to be answered directly in the turnaround plan narrative; they are intended to prompt reflection on and analysis of the school’s needs and how the strategies described in the turnaround plan will address those needs.

However, we have linked all guiding questions to associated rubric items and/or Grant Requirement Items for your reference. Reviewing these guiding questions in connection with their associated rubric and Grant Requirement Items may help schools ensure that their turnaround plan narrative aligns with grant expectations.Schools applying for funding should carefully review ALL rubric items and Grant Requirements to ensure they are addressed in the turnaround plan narrative prior to submitting the grant application. (See Section V of this document for Grant Requirements. The rubric is posted on ESE’s website with this grant RFP.)

**Guiding Questions: Turnaround Practice 3**

* Is there a system with criteria and protocols for identifying students for interventions and enrichment? Does this system meet the following conditions:

(1) staff members follow consistent rules and procedures when identifying students in need of additional assistance;

(2) a team of appropriate staff and stakeholders makes decisions about needed interventions and supports; and

(3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports?

*(Rubric Item 17)*

* Is student learning and academic performance reviewed regularly throughout the school year, using a wide array of ongoing assessments to identify student-specific and schoolwide emerging needs? *(Rubric Item 17, Rubric Item 9, Rubric Item 16, Rubric Item 23)*
* How do leaders and instructional staff routinely monitor the effectiveness of the core curriculum/instruction? *(Rubric Item 6, Rubric Item 9, Rubric Item 16, Rubric Item 23)*
* Are interventions and enrichment opportunities implemented systematically during regularly scheduled school time and for all core content areas through a robust tiered system of support? *(Rubric Item 17, Rubric Item 10, Grant Extra Credit Item 1)*
* Are special populations personnel members of grade level/department teams and considered full members of the school faculty? *(Rubric Item 9, Rubric Item 17)*
* Do general education and special populations teachers regularly plan together? *(Rubric Item 11, Rubric Item 17)*
* Are students experiencing research-based academic interventions appropriate for their specific needs? (*Grant Requirement 11, Rubric Item 17*)
* Are all English language learners experiencing research-based academic interventions appropriate for their specific needs? (*Grant Requirement 11, Rubric Item 17*)
* Are all students with disabilities experiencing research-based academic interventions appropriate for their specific needs? (*Grant Requirement 11, Rubric Item 17*)
* Are there in-class support options for students with special needs such as co-teaching, support facilitation, and the use of peers? *(Rubric Item 17)*
* Do service personnel such as occupational therapists, physical therapists, and speech pathologists provide services within the general education classroom when appropriate? *(Rubric Item 17)*
* How do students receive specific feedback based on formative assessments/student work to continue to close gaps and reach grade level standards? *(Rubric Item 17)*
* Is the tiered system of support fluid and adjusts intervention, enrichment, and support assignments throughout the school year, based on student progress and need? *(Rubric Item 17)*
* How are school staff trained and supported to ensure that they: (1) identify cues when students need additional assistance (both academic and nonacademic) and (2) respond appropriately to those cues? *(Rubric Item 17, Rubric Item 18)*
* How do district staff and systems support and provide necessary assistance? *(Rubric Item 2)*

**Benchmarking Progress**

**Directions…**

**Measureable Annual Goals**

Measurable Annual Goals (MAGs) are set in the areas of student rates (e.g., attendance), student achievement, college and career readiness, and school climate. The Turnaround Plan template has embedded all of the required MAGs for student rates, college and career readiness, and school climate into the appropriate Turnaround Practice.

MAGs for student achievement are set by ESE and are attained by meeting annual accountability targets, including targets for low-income students, English Language Learners, and students with disabilities, along with graduation and dropout rates for high school. (Specific accountability targets will be defined by ESE in the future.)

**Interim Benchmarks**

Identify **interim benchmarks** that your school and district will use to monitor the strategies proposed for each of the four turnaround practices. These ‘proof points’ will be used to ensure progress is being made, determine where additional support and assistance is needed and inform mid-course corrections when it is not.

Identify no more than three Interim **Benchmarks for Teachers and Practitioners** for this Turnaround Practice. These benchmarks are indicators that adult practice is changing and is helping the school make progress toward meeting their MAGs. They articulate and represent what the adults will be doing differently as a result of the strategies described for this Turnaround practice. They should reflect meaningful changes in actions, discourse, belief, expectations, and instructional practice.

Identify no more than three Interim **Benchmarks for Students** for this Turnaround Practice. These benchmarks are indicators that student learning and tasks are changing as a result of the changes in educator practice; and that the school is making progress toward meeting their MAGs. They are interim indicators that the school is on track for end-of-year results, or that adjustments are needed to get on track.

**Sample benchmarks** for this Turnaround Practice are provided below as a guide to prompt the team’s thinking. These benchmarks are intended to offer guidance only. It is essential for school and district teams to develop meaningful benchmarks that capture and measure progress on the identified strategies for this Turnaround Practice in order to effectively monitor progress throughout the year.

**Guidance to consider…**

|  |  |
| --- | --- |
| **MAGs for Student Achievement**(set by ESE) | We will meet our annual accountability targets as set by ESE, including targets for low-incomestudents, English Language Learners, and students with disabilities, along with graduation and dropout rates for high school. |
| **Interim Benchmarks for Teachers/ Practitioners** | Sample benchmarks:* Monthly, XX% of time that teachers spend in weekly planning meetings will be focused on reviewing student assessment data and planning instruction based on that data
* Monthly, 100% of teachers will analyze the most recent common formative assessment data to identify students’ academic needs, develop re-teach plans, and identify the appropriate intervention
* Each month, school leadership reflects on schedules and staffing to ensure student needs are being met, making adjustments as necessary.
 |
| **Interim Benchmarks for Students** | Sample benchmarks:* By XX date, 100% of students receiving Tier II and Tier III interventions will improve their performance as measured by interim assessments
* For each assessment, at least 75% of the students in each grade level at each school will reach a benchmark of at least 70% correct. (Reported for all students, high needs, English Language Learners and students with disabilities)
* The number of students failing one or more classes will be reduced by 10% over the same marking period from prior year as measured at the end of the 2nd quarter and final grade. (Reported for all students, high needs, English Language Learners and students with disabilities)
 |

**Turnaround Practice #4: School culture and climate**

 A safe, orderly and respectful environment for students and a collegial and collaborative culture among teachers.

**Directions…**

**In the box provided in this section of the *Turnaround Plan Template,*** address the following for this turnaround practice. This narrative must exhibit the district’s and school’s capacity and commitment to do this work. A comprehensive response for this section should be about 3 pages.

1. Describe the **data analysis/root cause analysis**
2. Based on the data analysis, describe the **challenges** that were identified
3. Describe the **strategies** and **rationale** that will address these challenges
4. Describe how the strategies will be **implemented**
5. Describe the **district plan to** **support and monitor** the strategies

**Wherever applicable**, incorporate school and district considerations of:

* 1. Local Stakeholder Group recommendations,
	2. Data from Monitoring Site Visits,
	3. School/district accountability reviews,
	4. Student achievement on the Massachusetts Comprehensive Assessment System/PARCC
	5. Additional measures of student achievement,
	6. Achievement of subgroups of students (including low-income students as defined in chapter 70, limited English-proficient students, and students receiving special education services),
	7. Student promotion and graduation rates, and
	8. Student attendance, dismissal, and exclusion rates.

**Guiding Questions: Turnaround Practice 4**

The following **guiding questions** are designed to help foster a discussion among all stakeholders in identifying the key strategies that will advance your work relative to Turnaround Practice 2.

Not all guiding questions need to be answered directly in the turnaround plan narrative; they are intended to prompt reflection on and analysis of the school’s needs and how the strategies described in the turnaround plan will address those needs.

However, we have linked all guiding questions to associated rubric items and/or Grant Requirement Items for your reference. Reviewing these guiding questions in connection with their associated rubric and Grant Requirement Items may help schools ensure that their turnaround plan narrative aligns with grant expectations.Schools applying for funding should carefully review ALL rubric items and Grant Requirements to ensure they are addressed in the turnaround plan narrative prior to submitting the grant application. (See Section V of this document for Grant Requirements. The rubric is posted on ESE’s website with this grant RFP.)

**Guiding Questions: Turnaround Practice 4**

* Is there a common understanding/vision of what a safe and supportive culture and climate should look like in this school? *(Rubric Item 18)*
* What structure/systems are in place to ensure that all classrooms create predictable environments and a climate that supports learning? *(Rubric Item 18)*
* Does the schoolwide behavior plan include a defined set of behavioral expectations? Are the systems and set of structures for positive behavioral supports aligned to those expectations? Do most (if not all) staff members consistently implement the procedures outlined in the schoolwide behavior plan? Do leaders monitor implementation using data? *(Rubric Item 18, Grant Requirement 12)*
* How is instructional staff supported in identifying issues arising in the lives of students (e.g., poverty, mobility, etc.) and working to address them in order to minimize impact on learning? *(Rubric Item 17)*
* Is the Student Support Team functioning in the way it is intended? Do all stakeholders understand this team purpose and protocols? Do they know how to access it? *(Rubric Item 9)*
* How are students encouraged and supported in taking responsibility for their own learning and behavior? (*Rubric Item 18)*
* Are structures (e.g., structured advisories, mentor programs) in place to support relationships among students and adults and deliver social-emotional supports? Are these supports monitored actively to determine whether they are meeting the needs of the school? *(Rubric Item 17, Rubric Item 18)*
* What is the current communication system in place among staff, families, and community partners that ensures coordination of services in support of learning? Consider the family outreach and engagement strategies in the school. How are families involved in school life and the academic achievement of their students? Is there a Parent Advisory Committee focused on English Language Learners, if applicable to the school context? *(Rubric Item 19, Grant Requirement 10, Grant Requirement 14)*
* Do all parents feel welcome at the school in a way that honors their cultural and racial identity? *(Grant Requirement 10)*
* Is there one or more staff members dedicated to the coordination of family and community engagement activities? Are regular social events planned throughout the year to engage families and community members? *(Rubric Item 19, Grant Requirement 14)*
* Do staff members routinely reach out to families to communicate information about their children’s progress and needs? Are communications with families made available in multiple languages, as needed? *(Rubric Item 19, Grant Requirement 10, Grant Requirement 14)*
* How are key stakeholders engaged in the development of the school’s turnaround plan? How will stakeholders be actively involved in the improvement efforts of the school? *(Rubric Item 19, Grant Requirement 14)*
* Do all students have access to expanded learning opportunities that are well defined and well supported? Are high-need students targeted for participation in these programs? *(Grant Extra Credit Item 4)*
* Do leaders and staff share individual and mutual responsibility for building the capacity of families to support education through a systemic system of wraparound services (e.g., health, housing referrals)? Do leaders and staff assess the needs of students and families throughout the school year? *(Rubric Item 19)*
* Does the school need to address the social service and health needs of students and families? Does the school need to take steps to improve or expand child welfare services, or as appropriate, law enforcement services in the school community to ensure a safe and secure learning environment? *(Rubric Item 18, Rubric Item 19)*
* If applicable to the school’s context, how are improved workforce development services (meaningful employment skills and opportunities) provided to students at the school and to their families? *(Rubric Item 18, Rubric Item 19)*

**Benchmarking Progress**

**Directions…**

**Measureable Annual Goals**

Measurable Annual Goals (MAGs) are set in the areas of student rates (e.g., attendance), student achievement, college and career readiness, and school climate. The Turnaround Plan template has embedded all of the required MAGs for student rates, college and career readiness, and school climate into the appropriate Turnaround Practice.

MAGs for student achievement are set by ESE and are attained by meeting annual accountability targets, including targets for low-income students, English Language Learners, and students with disabilities, along with graduation and dropout rates for high school.

**Other MAGs**

For this Turnaround Practice, we have embedded seven college and career readiness/school climate MAGs in the table below. As opposed to the student achievement MAGs which are set by ESE, these MAGS are determined by the district. For each, write a MAG. Examples for each can be found in **Appendix A: Sample MAGs.**

**Interim Benchmarks**

Identify **interim benchmarks** that your school and district will use to monitor the strategies proposed for each of the four turnaround practices. These ‘proof points’ will be used to ensure progress is being made, determine where additional support and assistance is needed and inform mid-course corrections when it is not.

Identify no more than three Interim **Benchmarks for Teachers and Practitioners** for this Turnaround Practice. These benchmarks are indicators that adult practice is changing and is helping the school make progress toward meeting their MAGs. They articulate and represent what the adults will be doing differently as a result of the strategies described for this Turnaround practice. They should reflect meaningful changes in actions, discourse, belief, expectations, and instructional practice.

Identify no more than three Interim **Benchmarks for Students** for this Turnaround Practice. These benchmarks are indicators that student learning and tasks are changing as a result of the changes in educator practice; and that the school is making progress toward meeting their MAGs. They are interim indicators that the school is on track for end-of-year results, or that adjustments are needed to get on track.

**Sample benchmarks** for this Turnaround Practice are provided below as a guide to prompt the team’s thinking. These benchmarks are intended to offer guidance only. It is essential for school and district teams to develop meaningful benchmarks that capture and measure progress on the identified strategies for this Turnaround Practice in order to effectively monitor progress throughout the year.

**Guidance to consider…**

|  |  |
| --- | --- |
| **MAGs for Student Achievement**(set by ESE) | We will meet our annual accountability targets as set by ESE, including targets for low-incomestudents, English Language Learners, and students with disabilities, along with graduation and dropout rates for high school.  |
| **Other Measurable Annual Goals** | *See Appendix A for sample MAGs in these areas:** *Parent and family engagement*
* *Building a culture of academic success among students*
* *Building a culture of student support and success among school faculty and staff*
* *student attendance, dismissal rates, and exclusion rates*
* *student safety and discipline*
* *student promotion and dropout rates*
* *graduation rates (high schools only)*
 |
| **Interim Benchmarks for Teachers/ Practitioners** | Sample benchmarks:* By XX date, the school has established a mechanism for identifying students who need social, emotional, and/or behavioral supports, and deploys additional supports as needed, as evidenced by...
* By XX date, YY% of teachers will use rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented (increased from XX% to YY%)
* Each month, XX% of teachers will communicate at least YY number of times with at least one family member of every one of their students
 |
| **Interim Benchmarks for Students** | Sample benchmarks:* By XX date, average student attendance will increase from XX% to YY%
* By XX date, the percentage of office referrals for disruptive behavior will decrease from XX% to YY%
* By XX date, out-of-school suspensions will decrease from XX% to YY% without a related increase in in-school suspensions
 |

SECTION III: Financial Plan

**Directions…**

*This section is only required for schools and districts applying for the Level 3 Turnaround Planning grant.*

Provide a narrative description of how the funds requested align to the school and district’s turnaround strategies.

SECTION IV: Stakeholder Input

* Briefly describe the district and school’s process for receiving input from stakeholders in developing this turnaround plan.
* Identify the types of stakeholders included (e.g. parents, families, student leaders, community service agencies).
* Briefly describe and attach the stakeholder’s recommendations, and explain how those recommendations were incorporated into this plan.
* Briefly describe how the school and district will continuously engage stakeholders in ongoing turnaround planning and implementation.

Additional guidance on stakeholder input on turnaround plans can be found in Appendix B.

SECTION V: Level 3 Turnaround Grant Checklist

*This section is only required for schools and districts applying for the Level 3 Turnaround Planning grant.*

Use the following checklist to indicate where in the turnaround plan all required elements have been addressed.

|  |
| --- |
| **FY18 Level 3 Turnaround Grant Requirements Checklist** |
|
| ***The district must implement each of the following elements to be eligible for this funding opportunity:***  | ***Location (e.g. Page 4 of Turnaround Plan; Turnaround Practice 3 of Turnaround Plan)*** |
| **SCHOOL LEADERSHIP**  |
| 1. The district will ensure that the principal has the necessary competencies and experience to lead a successful school turnaround effort. If a new principal has yet to be chosen, the plan describes in detail how the district will recruit, screen and select a school leader that has a proven track record of rapidly advancing student achievement in a low-performing school.
 |   |
| Address aspects of collective bargaining agreements (if necessary) relative to **STAFFING FLEXIBILITY/AUTONOMY** |
| 1. Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principal(s) in the applicant school that provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development in accordance with the Massachusetts Educator Evaluation Frameworks requirements;
 |   |
| 1. Ensure that the principal has the staffing autonomy needed to effectively implement the turnaround plan by adjusting “bidding and bumping” language to insulate staff selected to work at the applicant school and to provide the principal with the greatest amount of flexibility when hiring staff;
 |   |
| 1. Allow the district and/or school leadership to measure the will and skill of current staff and implement robust recruitment and retention activities to ensure the right instructional staff are in the right positions to rapidly advance student achievement at the school;
 |   |
| 1. Provide the principal with the staffing autonomy to assign positions, titles and roles of staff that best meet the needs of the school's implementation of the turnaround plan;
 |   |
| Address aspects of collective bargaining agreements (if necessary) relative to **BUDGET FLEXIBILITY/AUTONOMY** |
| 1. Ensure that the principal has the budget autonomy needed to effectively implement the turnaround plan (i.e., staffing, scheduling, curriculum, and professional development autonomy);
 |   |
| Address aspects of collective bargaining agreements (if necessary) relative to**SCHEDULING AND PROFESSIONAL DEVELOPMENT FLEXIBILITY/AUTONOMY** |
| 1. Ensure that the principal has the autonomy to set and administer the school schedule, calendar, curriculum, assessments, and professional development;
 |   |
| 1. Allow for increased time for student learning, educator collaboration, and/or professional development, by expanding school day/year;
 |   |
| 1. Provide school leadership the authority to control content of teacher professional development and common planning time that best supports rapidly advancing student achievement at the school.
 |   |
| **ADDITIONAL REQUIRED PRACTICES:**  |
| 1. Implement culturally proficient practices in the school.
 |   |
| 1. Implement evidence-based best practices in the school that meet requirements under the Every Student Succeeds Act (ESSA).
 |   |
| 1. Implement a schoolwide student behavior plan to promote a safe and supportive school climate and culture.
 |   |
| 1. District will rigorously recruit, screen and select current and new external partners and hold them accountable for meeting agreed-upon performance benchmarks.
 |   |
| 1. Continuous engagement of family and community in turnaround planning and implementation.
 |   |
| **EXTRA CREDIT IN SCORING FOR IMPLEMENTATION OF:**  |
| **EC1.** At least 1330 hours for student learning time for elementary, middle and K-8 schools. |   |
| **EC2.** Implementation of performance-based compensation model for staff in the school. |   |
| **EC3.** Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in item 2 above.  |   |
| **EC4.** All students experience a broad and challenging curriculum (i.e, access to the arts, passing all grade 9 courses; access to advanced coursework; access to a well-rounded curriculum). |   |

APPENDIX A: Sample Measureable Annual Goals

**Sample Measures for “Other MAGs”:** Potential measures to consider for this category are presented below. (ES = suitable for elementary schools; MS = suitable for middle schools; HS = suitable for high schools; ALL = suitable for all schools)

**Turnaround Practice #2: Intentional practices for improving instruction**

**Student acquisition of 21st century skills**

* Percentage of students demonstrating mastery of life and career skills through participation in school-sponsored extracurricular career readiness and volunteer activities (ALL)
* Percentage of students demonstrating mastery of media, technology, and information skills (ALL)
* Percentage of students mastering learning and innovation skills (ALL)
* Percentage of students completing grade 8 portfolio requirement (MS)
* Percentage of high school graduates completing MassCore requirements (HS)

**Development of college readiness, including at the elementary and middle school levels**

* Percentage of students reporting reading texts at home not required in school (ALL)
* Percentage of students demonstrating proficiency in research skills (ALL)
* Percentage of students demonstrating proficiency in critical thinking skills (ALL)
* Percentage of students demonstrating advanced reading levels based on district assessments (ALL)
* Percentage of English language learners who attained English language proficiency (ALL)
* Percentage of grade 3 students scoring proficient or higher on ELA MCAS (ES)
* Percentage of grade 5 students scoring Proficient or higher on Math MCAS (ES, MS)
* Percentage of students completing Algebra I by the end of grade 8 (ES, MS)
* Percentage of students completing a work-based learning plan (MS, HS)
* Percentage of students reporting thinking about going to college and who understand what it takes to get there (MS, HS)
* Number and percentage of students completing advanced coursework (e.g., AP/IB) (HS)
* Number and percentage of students completing early-college high schools (HS)
* Number and percentage of students completing dual enrollment classes (HS)
* Percentage of students enrolled in at least one AP course (HS)
* Percentage of students taking the AP exam with a score of 3 or higher (HS)
* Percentage of students taking the International Baccalaureate exam with a score of 4 or higher by the end of grade 12 (HS)
* Percentage of students taking the SAT (HS)
* Percentage of students taking the SAT with a combined score of 1650 or higher (HS)
* Percentage of students enrolling in two-to four-year colleges (HS)
* Percentage of students participating in college access activities (HS)
* Percentage of grade 11-12 students taking courses in science, technology, engineering, or mathematics (STEM) (HS)
* Percentage of grade 10 students taking the PSAT (HS)
* Percentage of grade 12 students completing required mathematics courses (HS)

**Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable**

* Percentage of non-instructional staff reporting feeling involved in and contributing to a culture of success in the school (ES)
* Percentage of grades K-2 students reaching the end-of-year grade level target on the Developmental Reading Assessment (ES)
* Percentage of grades K-3 students reaching grade level benchmarks on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (ES)
* Percentage of grades 2-3 students achieving a national percentile rank (NPR) of 50 or higher on the total comprehension portion of the GRADE reading assessment (ES)
* Percentage of grades 2-3 students eligible to take the reading comprehension portion of the GRADE assessment achieving a median score of stanine 6 or above (ES)
* Percentage of teachers incorporating the results of a developmentally appropriate child assessment to teach literacy as determined by a learning walkthrough or classroom observation instrument (ES)

**Turnaround Practice #4: School Culture and Climate**

**Sample Measures to Meet “Other MAGs” Requirements:**

**Parent and family engagement**

* Percentage of parents attending at least one teacher-parent conference during the school year (ALL)
* Percentage of parents reporting that they feel welcomed, valued, and connected to each other, to teachers, and to what students are learning and doing in class (ALL)
* Percentage of parents volunteering at the school during the school year (ALL)
* Percentage of parents reporting that they engage in regular, two-way, meaningful communication about student learning with teachers and other school staff (ALL)
* Percentage of parents reporting meaningful opportunities to engage with and/or contribute to the school (ALL)
* Percentage of parents reporting an understanding of the school's turnaround efforts, the targets the school is striving for, and their role in contributing to reaching these goals (ALL)
* Overall score on parent-family perception survey in the area of involvement in child-based activities (ALL)
* Percentage of parents reporting the school has engaged them in preparing their children for post-secondary plans (MS, HS)

**Building a culture of academic success among students**

* Teacher attendance rate (required by SRG)
* Distribution of teachers by performance level on district’s teacher evaluation system (required by SRG)
* Percentage of teachers, students, and families agreeing that the school supports the academic success of students (ALL)
* Percentage of students reporting that peers encourage each others' success (ALL)
* Percentage of students reporting that the school is emotionally and physically safe and conducive to learning (ALL)
* Percentage of students reporting they feel challenged and held to high standards for performance (ALL)
* Percentage of students reporting they feel known and understood by at least one adult in the school (ALL)
* Percentage of students reporting offered (and taking advantage of) additional supports to supplement and/or extend learning (ALL)
* Percentage of students reporting that effort and good work are recognized by the school (ALL)
* Percentage of students reporting that they succeed because they want to (i.e., not for an extrinsic reward) (ALL)
* Percentage of students reporting a belief that people get smart by working hard (ALL)
* Percentage of students rated as "Thriving" on well-being index (grades 5-12)
* Mean score on student engagement index (grades 5-12)
* Mean score on student hope index (grades 5-12)

**Building a culture of student support and success among school faculty and staff**

* Mean score on an index of school culture (completed by students, families, and teachers) (ALL)
* Percentage of teachers observed implementing key instructional practices supported through professional development, as evidenced by data collected through learning walks, feedback forms completed by instructional coaches, or other measures (ALL)
* Percentage of grade-level teams practicing targeted professional learning strategies as determined by identified tools within the common planning time self-assessment toolkit (ALL)
* Percentage of teachers and staff reporting that the school supports the academic success of all students (ALL)
* Percentage of students, teachers, staff, and/or families reporting that the school is physically safe and conducive to learning (ALL)
* Percentage of students, teachers, staff, and/or families reporting that they feel challenged and held to high performance standards (ALL)
* Percentage of teachers and staff reporting that they feel a sense of urgency to improve student outcomes (ALL)
* Rating on a school culture/climate observation instrument conducted by an independent evaluator (ALL)
* Score on the school mental health capacity instrument (ALL)
* Percentage of teachers reporting using the results of formative or interim assessments to improve their instruction to meet student needs (ALL)
* Percentage of teachers reporting a responsibility for all students in the school (ALL)
* Percentage of students and families reporting they feel the school wants students to succeed (ALL)

**Student attendance, dismissal rates, and exclusion rates**

* Attendance rate (increase): Total # of days students attended school divided by total # of days students were enrolled during the school year. Set, at a minimum, a goal of 92% or improvement of at least 1% from the prior year if below 92%. (ALL)
* Percentage of students absent 10+ days (decrease) (ALL)
* Percentage of students absent greater than 10% of days in membership (decrease) (ALL)
* Truancy rate (decrease): # of students truant for more than 9 days, divided by the end-of-year enrollment (including transfers, dropouts, etc.) for the school year reported. A student is truant when he or she has an unexcused absence (ALL)
* Dismissal rate (decrease) (ALL)
* Total # of dismissals from non-routine student-nurse encounters) / (total # of non-routine encounters), or a similar measure (ALL)
* Out-of-school suspension rate (decrease): Percentage of enrolled students who received 1+ out-of-school suspensions (ALL)
* In-school suspension rate (decrease): Percentage of enrolled students who received 1+ in-school suspensions (ALL)

**Student safety and discipline**

* Number of drug, weapon, or violence incidents (decrease): # of incidents involving drugs, violence or criminal incident on school property (ALL)

**Student promotion and dropout rates**

* Retention rate (decrease): Percentage of enrolled students repeating the grade in which they were enrolled the previous year (as of October 1) (ALL)
* Annual dropout rate - All students: Percentage of students in grades 9-12 who dropped out of school between July 1 and June 30 prior to the listed year and who did not return to school by the following October 1 of the following year. All data are lagged by one year. Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school. (As defined by ESE accountability requirements.) (HS)

**Graduation rates (high schools only)**

* 4-Year cohort graduation rate - All students: # of students in a cohort who graduate in 4 years or less divided by the # of first-time grade 9 students, minus transfers out, plus transfers in. All data are lagged by one year. (As defined by ESE accountability requirements.) (HS)

**Appendix B: Recommendations & Guidance on Stakeholder Input**

**Purpose of Seeking Stakeholder Input**

Districts and schools engaging in turnaround have found that soliciting input from an array of stakeholders allows them see multiple perspectives on the school’s turnaround needs, helps to ensure that the turnaround plan addresses the diverse needs of its community, and builds a shared sense of urgency and commitment to the turnaround planning process[[2]](#footnote-2).

**Role of Stakeholders in the Turnaround Planning Process**

Stakeholders may play different roles in the turnaround planning process depending on their relationship to the school community and the needs of the school district. Generally, though, stakeholders serve an advisory role by offering their perspectives, feedback, and broad recommendations on how to address the school’s challenges by implementing strategies for turnaround.

**Who are your stakeholders?**

Stakeholders depend on the unique context of each school community, but schools and districts should seek out individuals who can serve as champions and critical friends, who bring diverse skills and perspectives, and who serve the school in a variety of capacities. The number of stakeholders should be large enough to include an array of perspectives, but small enough for all stakeholders to meaningfully contribute.

* ***Consider existing advisory groups.*** School site councils, parent councils, school and district partners, and student leadership groups may yield members who are already active in the school’s turnaround and are likely to continue their involvement in the school’s turnaround.
* ***Other key stakeholders.*** Other stakeholders may include union representatives, community organizations, DSAC team members[[3]](#footnote-3) or social service organizations. For middle and high schools, members of the local higher education community may be relevant stakeholders.

**Recommendations on Logistics & Topics**

* ***Seek Input Early.*** Begin seeking stakeholder input early enough in the process of turnaround planning so that stakeholders can make recommendations to inform the direction and priorities of the turnaround plan.
* ***Why Turnaround Planning?*** Explain why the school is developing a turnaround plan, and what the timeline and process will look like. Explain how voluntarily engaging in turnaround plan development and implementation process can help students. Share and explain the timeline for development and implementation of the turnaround plan.
* ***Series of Meetings.*** Many districts and schools gather stakeholder input through a series of about four or five meetings, which provides ample time for discussion of the school’s context, challenges, and opportunities. However, districts may choose to engage with stakeholders through focus groups, surveys, interviews, or other methods appropriate to their context and needs.
* ***Facilitation.*** When convening discussions among groups of stakeholders, consider identifying a skilled facilitator to guide the group’s discussion and to document group recommendations.
* ***Discuss School and District Context.*** Share and discuss data illustrating the school’s challenges and opportunities. Reflect on what it is like to teach, learn and be part of the school community. What problems must be urgently addressed? What key assets can be leveraged?
* ***Explain How Stakeholders Can Help.*** Provide stakeholders with a clear explanation of their role and purpose in the turnaround plan process. Explain that they are not charged with creating or implementing the turnaround plan, but with offering broad recommendations for how the school and district should address turnaround challenges. Clarify how you will be engaging with stakeholders (e.g. series of meetings, surveys, etc).
* ***Turnaround Research & Best Practices.*** Identify and discuss evidence-based research and best practices for achieving school turnaround. How can best practices be incorporated into the school’s context? How can stakeholders support the turnaround?
* ***Ongoing, Two-way Communication.*** Stakeholder input should not end once the turnaround plan is written. The school and district should identify ongoing opportunities to share information about the turnaround process with the school community, and to receive formative feedback from key stakeholders as turnaround progresses.
1. http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/support-for-level-3-4-and-5-districts-and-schools/school-and-district-turnaround/turnaround-in-massachusetts/turnaround-and-emerging-practices-reports.html [↑](#footnote-ref-1)
2. Schools and districts that are applying for “Level 3 Turnaround Funding” are required to engage stakeholders in the creation of their turnaround plan, but all schools can benefit from robust stakeholder input in the planning process. [↑](#footnote-ref-2)
3. DSAC team members will not lead the stakeholder input process, but will participate and provide guidance as needed. [↑](#footnote-ref-3)