**Application Review Components**

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| **Component** | **Process** |
| Part 1: Review of Written Turnaround Plan | 3-person review teams (1 external reviewer, 2 internal ESE reviewers) read the written turnaround plan and develop a team score based on Scoring Rubric, generate questions and identify rubric items to be addressed in interview, and ensure proposal meets all Level 3 Turnaround Grant requirements |
| Part 2: Budget Review | Internal Budget review based on Scoring Rubric |
| Part 3: School and District Interview | 3-person interview team (1 external reviewer, 2 internal ESE reviewers) conducts a 2-hour school and district interview for each application and comes to a team score based on Scoring Rubric |
| Part 4: Extra Credit | Applicants that submit approved descriptions to meet any of the extra credit autonomies can be awarded 2 additional points per autonomy only after the 75% has been met on the full rubric. |

**Application Review Dimensions**

Each component of a Level 3 Turnaround Grant application for an eligible school will be reviewed along three rubric dimensions.

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| **Dimension** | **Explanation** |
| Capacity and Commitment | The extent to which the district and school demonstrate the capacity and commitment to use Level 3 Turnaround Grant funds to support the Turnaround Plan and the successful implementation of the turnaround practices. |
| Data Analysis and Selection of Supports and Intervention Model | The extent to which the Turnaround Plan is based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments, educator data, and other student data. The extent to which the proposed intervention model and district support strategies are based upon an analysis of data. |
| Strategic and Actionable Approach | The extent to which the Turnaround Plan displays a strategic and well-thought out approach that will lead to rapid and sustainable improvement in targeted schools. A strategic and actionable plan includes, but is not limited to: (1) a theory of action or logic model, (2) key strategies and action steps that together affect each turnaround practice, and (3) specific benchmarks to track progress and a strategy for monitoring progress. |

**Scoring Criteria:**

All Level 3 Turnaround Grant written applications and interviews are scored against the following rubrics. Applications must receive a total combined score of at least 90 out of 120 (75%) to be considered for funding. An additional 2 points can be obtained for each approved extra credit autonomy only after the 75% has been met on the full rubric.

**Level 3 Turnaround** **Grant (SRG) Rubric Levels**

Each element within each dimension described above will be rated using the following scale.

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| **Level** | **Explanation** | **Points** |
| Strong | The response is clear, complete, and provides detailed, compelling evidence (including supporting documentation as appropriate) that meets the criteria listed in the rubric dimension. | 4 |
| Adequate | The response is clear, complete, and provides some evidence, that meets the criteria listed in the rubric dimension. | 3 |
| Marginal\* | The response is partially complete and provides only limited evidence that meets the criteria listed in the rubric dimension. | 2 |
| Weak\* | The response is incomplete and lacks evidence that meets the criteria listed in the rubric dimension. | 1 |
| Absent\* | No response or evidence is provided that addresses the criteria listed in the rubric dimension. | 0 |

\*If any rubric items are “marginal,” “weak” or “absent” during the review of the Turnaround Plan and Budget Review, those rubric items will move to the interview portion of the review process where school and district leaders will have the opportunity to provide additional information on rubric items that were not sufficiently addressed.

**Required Elements**

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| **Capacity and Commitment**  Scoring Criteria: The extent to which the district and school demonstrate the capacity and commitment to use Level 3 Turnaround Grant funds to support the Turnaround Plan and the successful implementation of the turnaround practices. | | | | | | | | |
|  | **Strong - 4** | | **Adequate - 3** | | **Marginal - 2** | | **Weak - 1** | |
| 1:  Turnaround Plan Executive Summary | The overall rationale for school turnaround and key strategies that will be used to accelerate improvement in each turnaround practice are clearly described **AND** the plan clearly describes how the proposed strategies will be different from previous school improvement efforts. | | The overall rationale for school turnaround and key strategies that will be used to accelerate improvement in each turnaround practice are generally described **AND** the plan generally describes how the proposed strategies will be different from previous school improvement efforts. | | The overall rationale and key strategies that will be used to accelerate improvement in each turnaround practice are unclear **OR** the plan does not clearly describe how the proposed strategies will be different from previous school improvement efforts. | | The overall rationale and key strategies that will be used to accelerate improvement in each turnaround practice are unclear **AND** the plan does not clearly describe how the proposed strategies will be different from previous school improvement efforts. | |
| 2:  District Support | The plan provides a compelling and detailed description of how existing or new district resources, initiatives, technical support, and professional development will be allocated to and aligned with the needs of the school. | | The plan provides a general description of how existing or new district resources, initiatives, technical support, and professional development will be allocated to and aligned with the needs of the school. | | The plan provides a marginal description of how existing or new district resources, initiatives, technical support and professional development will be allocated to and aligned with the needs of the school, but there may be gaps or areas of misalignment. | | The plan provides a partial or weak description of how existing or new district, initiatives, technical support and professional development will be allocated to and aligned with the needs of the school. | |
| 3:  District Capacity | The plan provides a compelling case that the district has the ability and full complement of necessary authorities to support the school’s implementation of the Turnaround Plan, including those related to the grant requirements **AND** detailed evidence is provided that affected collective bargaining units are supportive of the Turnaround Plan. | | The plan provides a general description of how the district has the ability and necessary authorities to support the school’s implementation of the Turnaround Plan, including those related to the grant requirements **AND** at least general evidence is provided that affected collective bargaining units are supportive of the Turnaround Plan. | | The plan provides a marginal or partial description of how the district has the ability and necessary authorities to support the school’s implementation of the Turnaround Plan, including those related to the grant requirements **OR** limited evidence is provided that affected collective bargaining units are supportive of the Turnaround Plan. | | The plan provides little to no description of how the district has the ability and necessary authorities to support the school’s implementation of the Turnaround Plan, including those related to the grant requirements **AND** limited or no evidence is provided that affected collective bargaining units are supportive of the Turnaround Plan. | |
| 4:  School Leadership | The plan provides a detailed description of how the principal has the necessary competencies and experience to lead a successful school turnaround effort, including data from previous school(s). 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. | | The plan generally describes how 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 generally describes 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. | | The plan provides partial detail as to how the selected leader has the necessary competencies and experience to lead a successful turnaround effort. If a new principal has not yet been chosen, the plan does not provide sufficient detail as to how it will recruit, screen and/or select a school leader with a proven track record of rapidly advancing student achievement in a low-performing school. | | The plan provides limited evidence that the selected leader has the necessary competencies and experience to lead a successful turnaround effort. If a new principal has not yet been chosen, the plan provides limited evidence that the district has a sufficient process for recruiting, screening, and selecting a proven turnaround leader for the school. | |
|  | **Strong - 4** | | **Adequate - 3** | | **Marginal - 2** | | **Weak - 1** | |
| 5:  High-Quality Instructional Staff | The plan describes in detail how the district and/or school leadership will use staffing autonomy to ensure the right staff are in the right positions to rapidly advance student achievement at the school, including describing in detail processes for **each** of the following:   * Assessing the will and skill of current staff * Recruiting, screening, and selecting high-quality instructional staff to fill vacancies * Assigning and adjusting positions, titles and roles that best meet the needs of the turnaround plan | | The plan provides a general description of how the district and/or school leadership will use staffing autonomy to ensure the right staff are in the right positions to rapidly advance student achievement at the school, including at least general descriptions of processes for **each** of the following:   * Assessing the will and skill of current staff * Recruiting, screening, and selecting high-quality instructional staff to fill vacancies * Assigning and adjusting positions, titles and roles that best meet the needs of the turnaround plan | | The plan provides a general description of how the district and/or school leadership will use staffing autonomy to ensure the right staff are in the right positions to rapidly advance student achievement at the school, including general descriptions of processes for **some, but not all (2)**, of the following:   * Assessing the will and skill of current staff * Recruiting, screening, and selecting high-quality instructional staff to fill vacancies * Assigning and adjusting positions, titles and roles that best meet the needs of the turnaround plan | | The plan provides a limited description of how the district and/or school leadership will use staffing autonomy to ensure the right staff are in the right positions to rapidly advance student achievement at the school, **OR** provides limited descriptions of processes for **most of the following (2 or more)**:   * Assessing the will and skill of current staff * Recruiting, screening, and selecting high-quality instructional staff to fill vacancies * Assigning and adjusting positions, titles and roles that best meet the needs of the turnaround plan | |
| 6:  Feedback to Improve Instruction | The plan describes in detail how school leadership will use regular observations of instructional practice to assess implementation and inform strategies, including detailed descriptions of systems and processes for **each** of the following:   * Consistently communicating a clear instructional focus that represents high expectations for students and staff * Conducting daily or weekly classroom observations and sharing specific and actionable feedback with teachers and teacher teams * Analyzing the feedback in conjunction with other data to guide individual and school-wide professional development and other strategic decisions * Ensuring feedback is professionally valued and promotes a school-wide mindset to collectively improve adult practice. | | The plan generally describes how school leadership will use regular observations of instructional practice to assess implementation and inform strategies, including at least general descriptions of systems and processes for **each** of the following:   * Consistently communicating a clear instructional focus that represents high expectations for students and staff * Conducting daily or weekly classroom observations and sharing specific and actionable feedback with teachers and teacher teams * Analyzing the feedback in conjunction with other data to guide individual and school-wide professional development and other strategic decisions * Ensuring feedback is professionally valued and promotes a school-wide mindset to collectively improve adult practice. | | The plan generally describes how school leadership will use regular observations of instructional practice to assess implementation and inform strategies, including at least general descriptions of systems and processes for **some, but not all (3),** of the following:   * Consistently communicating a clear instructional focus that represents high expectations for students and staff * Conducting daily or weekly classroom observations and sharing specific and actionable feedback with teachers and teacher teams * Analyzing the feedback in conjunction with other data to guide individual and school-wide professional development and other strategic decisions * Ensuring feedback is professionally valued and promotes a school-wide mindset to collectively improve adult practice. | | The plan provides a limited description of how school leadership will use regular observations of instructional practice to assess implementation and inform strategies, **OR** provides limited descriptions of systems and processes for **most (2 or more)** of the following:   * Consistently communicating a clear instructional focus that represents high expectations for students and staff * Conducting daily or weekly classroom observations and sharing specific and actionable feedback with teachers and teacher teams * Analyzing the feedback in conjunction with other data to guide individual and school-wide professional development and other strategic decisions * Ensuring feedback is professionally valued and promotes a school-wide mindset to collectively improve adult practice. | |
|  | **Strong - 4** | | **Adequate - 3** | | **Marginal - 2** | | **Weak - 1** | |
| 7:  External Partners | The plan provides a compelling case for how the district will recruit, screen and select external partners **AND** describes in detail systems/structures for coordinating and holding external providers accountable for meeting agreed-upon performance benchmarks. | | The plan generally describes how the district will recruit, screen and select external partners **AND** generally describes systems/structures for coordinating and holding external providers accountable for meeting agreed-upon performance benchmarks. | | The plan generally describes how the district will recruit, screen and select external partners **OR** generally describes systems/structures for coordinating and holding external providers accountable for meeting agreed-upon performance benchmarks. | | The plan provides limited evidence of how the district will recruit, screen and select external partners and how they will be held accountable to agreed-upon performance benchmarks. | |
| 8: Stakeholder Input | The plan provides a detailed description, including stakeholder recommendations, of how the district and school have gathered and used input from stakeholders to inform the Turnaround Plan **AND** how input from stakeholders will be used to support the continued implementation of the Turnaround Plan. | | The plan provides a general description, including stakeholder recommendations, of how the district and school gathered and used input from stakeholders to inform the Turnaround Plan **AND** how input from stakeholders will be used to support the continued implementation of the Turnaround Plan. | | The plan contains a marginal description of how the district and school collected information from stakeholders to inform the Turnaround Plan **OR** it is unclear how input from stakeholders was used in the development of the Turnaround Plan and how stakeholders will be used to support the continued implementation of the Turnaround Plan. | | It is unclear if the district and school collected information from stakeholders to inform the Turnaround Plan **AND** how input from stakeholders will be used to support the continued implementation of the Turnaround Plan. | |
| 9:  School Teams | The plan provides a detailed description of each school-level team *(i.e. instructional leadership team, data team, etc.)* including a detailed explanation of **each** of the following:   * How each team will foster staff input and influence on school-wide decisions that result in stronger implementation of the turnaround plan * How the work of all teams will be integrated to work together coherently | | The plan provides a general description of each school-level team *(i.e. instructional leadership team, data team, etc.)* including a general explanation of **each** of the following:   * How each team will foster staff input and influence on school-wide decisions that result in stronger implementation of the turnaround plan * How the work of all teams will be integrated to work together coherently | | The plan provides a marginal description of each school-level team *(i.e. instructional leadership team, data team, etc.)* including a marginal explanation of **either** of the following:   * How each team will foster staff input and influence on school-wide decisions that result in stronger implementation of the turnaround plan * How the work of all teams will be integrated to work together coherently | | The plan provides a limited description of each school-level team *(i.e. instructional leadership team, data team, etc.)* **OR** a limited explanation of **either** of the following:   * How each team will foster staff input and influence on school-wide decisions that result in stronger implementation of the turnaround plan * How the work of all teams will be integrated to work together coherently | |
| 10:  Use of Authority for Utilization of Time | The plan provides strong evidence of how school leadership will exercise authorities and flexibilities to adjust the content, focus, schedule, and composition of collaborative structures as needed to further improve teaching and learning. | | The plan provides some evidence of how school leadership will exercise authorities and flexibilities to adjust the content, focus, schedule, and composition of collaborative structures as needed to further improve teaching and learning. | | The plan provides marginal evidence of how school leadership will exercise authorities and flexibilities to adjust the content, focus, schedule, and composition of collaborative structures as needed to further improve teaching and learning. | | The plan provides limited evidence of how school leadership will exercise authorities and flexibilities to adjust the content, focus, schedule, and composition of collaborative structures as needed to further improve teaching and learning. | |
|  | **Strong - 4** | | **Adequate - 3** | | **Marginal - 2** | | **Weak - 1** | |
| 11:  Professional Collab-oration Among All Staff | The plan provides a detailed description of communication systems and structures that will support professional collaboration and school turnaround, including **all** of the qualities noted in the turnaround research:   * Building trusting relationships across all staff and a culture of continuous professional growth * Communicating instructional goals and expectations and reflect on progress * Creating ownership for the success of all students * Embedding opportunities to openly share and improve practice * Encouraging teacher agency and responsibility for meeting school-wide goals * Promoting an improvement mind-set that permeates all school behaviors, decisions, discourse, and actions * Deepens a common sense of urgency | | The plan generally describes communication systems and structures that will support professional collaboration and school turnaround, including **some (at least 4)** of the qualities noted in the turnaround research:   * Building trusting relationships across all staff and a culture of continuous professional growth * Communicating instructional goals and expectations and reflect on progress * Creating ownership for the success of all students * Embedding opportunities to openly share and improve practice * Encouraging teacher agency and responsibility for meeting school-wide goals * Promoting an improvement mind-set that permeates all school behaviors, decisions, discourse, and actions * Deepens a common sense of urgency | | The plan describes professional collaboration opportunities that aren’t clearly connected as a system **OR** only generally described **less than 4** of the qualities noted in the turnaround research:   * Building trusting relationships across all staff and a culture of continuous professional growth * Communicating instructional goals and expectations and reflect on progress * Creating ownership for the success of all students * Embedding opportunities to openly share and improve practice * Encouraging teacher agency and responsibility for meeting school-wide goals * Promoting an improvement mind-set that permeates all school behaviors, decisions, discourse, and actions * Deepens a common sense of urgency | | The plan describes a variety of discreet professional collaboration opportunities **AND** only generally described **less than 4** of the qualities noted in the turnaround research:   * Building trusting relationships across all staff and a culture of continuous professional growth * Communicating instructional goals and expectations and reflect on progress * Creating ownership for the success of all students * Embedding opportunities to openly share and improve practice * Encouraging teacher agency and responsibility for meeting school-wide goals * Promoting an improvement mind-set that permeates all school behaviors, decisions, discourse, and actions * Deepens a common sense of urgency | |
| **Data Analysis for Selection of Supports and Intervention Model**  Scoring Criteria: The extent to which the Turnaround Plan is based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments. The extent to which the proposed intervention model and district support strategies are based upon an analysis of data. | | | | | | | | |
|  | | **Strong – 4** | | **Adequate - 3** | | **Marginal - 2** | | **Weak – 1** |
| 12:  Data Analysis | | The plan includes the results from a detailed and accurate data/needs analysis process that incorporated multiple sources of data including demographic, achievement, perceptual and observational (e.g. classroom instruction or use of teacher collaborative time, etc.) data, probed for causation, identified and prioritized critical issues aligned to each Turnaround Practice. | | The plan includes the results from an adequate data/ needs analysis process based upon multiple sources of data including demographic, achievement, perceptual and observational (e.g. classroom instruction, use of teacher collaborative time, etc.) data and probed for causation. Critical issues under each Turnaround Practice are identified, but all may not be directly linked to the data analysis. | | The plan includes the results from a marginal data/needs analysis process based upon only a few data sources. Critical issues under each Turnaround Practice are identified, but all may not be directly linked to the data analysis. | | The plan lacks evidence that the district or school completed a comprehensive data/needs analysis. |
|  | | **Strong - 4** | | **Adequate - 3** | | **Marginal - 2** | | **Weak - 1** |
| 13: Benchmarks Linked to Data | | All implementation benchmarks are clearly described and explicitly linked to district and school-level data and needs analysis. | | Most implementation benchmarks are clearly described and explicitly linked to district and school-level data and needs analysis. | | Some of the implementation benchmarks are clearly described and generally linked to district and school-level data and needs analysis. | | Few of the implementation benchmarks are clearly described and generally linked to district and school-level data and needs analysis. |
| 14:  MAGs | | All MAGs are clearly described and explicitly linked to district and school-level data and needs analysis. | | Most MAGs are clearly described and explicitly linked to district and school-level data and needs analysis. | | Some of the MAGs are clearly described and generally linked to district and school-level data and needs analysis. | | Few of the MAGs are clearly described and generally linked to district and school-level data and needs analysis |

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| **Strategic and Actionable Approach**  Scoring Criteria: The extent to which the Turnaround Plan displays a strategic and well-thought out approach that will lead to rapid and sustainable improvement in targeted schools. A strategic and actionable plan includes, but is not limited to: (1) a theory of action or logic model, (2) key strategies and action steps that together affect each Turnaround Practice, and (3) specific benchmarks to track progress and a strategy for monitoring progress. | | | | |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 15:  Theory of Action | The plan describes a detailed and strategic theory of action focused on promoting rapid student achievement and building the school’s capacity to sustain efforts under each Turnaround Practice beyond the proposed funding schedule. | The plan describes a general theory of action focused on promoting rapid student achievement and building the school’s capacity to sustain efforts under each Turnaround Practice beyond the proposed funding schedule. | The plan’s theory of action is marginally focused on promoting rapid student achievement and building the school’s capacity to sustain efforts under each Turnaround Practice beyond the proposed funding schedule. | The plan’s theory of action is not clearly focused on promoting rapid student achievement and building the school’s capacity to sustain efforts under each Turnaround Practice beyond the proposed funding schedule. |
| 16:  Intentional Practices for Improving Instruction | The plan provides a compelling description of how school leadership will define (or has defined) a clear instructional focus and shared expectations for instructional practice, including detailed descriptions for **each** of the following:   * The student need the focus addresses * The data used to identify and monitor goals in a way that promotes rigor and maintains high expectations for adults and students. * How the school will ensure all staff understand and can apply instructional practices * How instruction will be aligned to state standards (MA Curriculum Frameworks) and delivered in a way that is rigorous, differentiated, engaging, and relevant to students * How the school schedule will be maximized to ensure all students receive a well-rounded course of studies | The plan generally describes how school leadership will define (or has defined) a clear instructional focus and shared expectations for instructional practice, including at least general descriptions for **each** of the following:   * The student need the focus addresses * The data used to identify and monitor goals in a way that promotes rigor and maintains high expectations for adults and students. * How the school will ensure all staff understand and can apply instructional practices * How instruction will be aligned to state standards (MA Curriculum Frameworks) and delivered in a way that is rigorous, differentiated, engaging, and relevant to students * How the school schedule will be maximized to ensure all students receive a well-rounded course of studies | The plan generally describes how school leadership will define (or has defined) a clear instructional focus and shared expectations for instructional practice, including at least general descriptions for **some but not all (at least 3)** of the following:   * The student need the focus addresses * The data used to identify and monitor goals in a way that promotes rigor and maintains high expectations for adults and students. * How the school will ensure all staff understand and can apply instructional practices * How instruction will be aligned to state standards (MA Curriculum Frameworks) and delivered in a way that is rigorous, differentiated, engaging, and relevant to students * How the school schedule will be maximized to ensure all students receive a well-rounded course of studies | The plan provides a limited description of how school leadership will define (or has defined) a clear instructional focus and shared expectations for instructional practice, **OR** provides limited descriptions **of most of the following (3 or more)**:   * The student need the focus addresses * The data used to identify and monitor goals in a way that promotes rigor and maintains high expectations for adults and students. * How the school will ensure all staff understand and can apply instructional practices * How instruction will be aligned to state standards (MA Curriculum Frameworks) and delivered in a way that is rigorous, differentiated, engaging, and relevant to students * How the school schedule will be maximized to ensure all students receive a well-rounded course of studies |
| 17:  Tiered Academic and Non-Academic Supports | The plan details a clear system (structures, practices, and resources) to identify and provide targeted supports for students’ academic and non-academic needs, including detailed descriptions of **each** of the following:   * using a variety of ongoing assessments to identify student needs * providing student-specific interventions, enrichments, and supports, and ensuring all staff are aware of these supports and how to access them for students when needed * monitoring the impact of both academic and social/emotional interventions * adapting and modifying structures and resources (e.g. time, staff, professional development, schedules) to improve both core and targeted supports | The plan generally describes a clear system (structures, practices, and resources) to identify and provide targeted supports for students’ academic and non-academic needs, including at least general descriptions of **each** of the following:   * using a variety of ongoing assessments to identify student needs * providing student-specific interventions, enrichments, and supports, and ensuring all staff are aware of these supports and how to access them for students when needed * monitoring the impact of both academic and social/emotional interventions * adapting and modifying structures and resources (e.g. time, staff, professional development, schedules) to improve both core and targeted supports | The plan generally describes a clear system (structures, practices, and resources) to identify and provide targeted supports for students’ academic and non-academic needs, including at least general descriptions of **some but not all** **(at least 2)** of the following:   * using a variety of ongoing assessments to identify student needs * providing student-specific interventions, enrichments, and supports, and ensuring all staff are aware of these supports and how to access them for students when needed * monitoring the impact of both academic and social/emotional interventions * adapting and modifying structures and resources (e.g. time, staff, professional development, schedules) to improve both core and targeted supports | The plan provides a limited description of a clear system (structures, practices, and resources) to identify and provide targeted supports for students’ academic and non-academic needs, **OR** provides limited descriptions of **most of the following (3 or more)**:   * using a variety of ongoing assessments to identify student needs * providing student-specific interventions, enrichments, and supports, and ensuring all staff are aware of these supports and how to access them for students when needed * monitoring the impact of both academic and social/emotional interventions * adapting and modifying structures and resources (e.g. time, staff, professional development, schedules) to improve both core and targeted supports |
| 18:  School Culture and Climate | The plan details a clear approach to ensuring safe, orderly and respectful environment, including detailed descriptions of **each** of the following:   * a clear set of shared behavioral expectations and practices that support students’ learning * proactive approaches to develop the intra-personal and inter-personal social and emotional skills of students and adults * strategies to build staff capacity to deliver culturally relevant instruction to students * strategies to encourage student expression, autonomy and leadership | The plan generally describes a clear approach to ensuring safe, orderly and respectful environment, including at least general descriptions of **each** of the following:   * a clear set of shared behavioral expectations and practices that support students’ learning * proactive approaches to develop the intra-personal and inter-personal social and emotional skills of students and adults * strategies to build staff capacity to deliver culturally relevant instruction to students * strategies to encourage student expression, autonomy and leadership | The plan generally describes a clear approach to ensuring safe, orderly and respectful environment, including at least general descriptions of **some, but not all** **(at least 2),** of the following:   * a clear set of shared behavioral expectations and practices that support students’ learning * proactive approaches to develop the intra-personal and inter-personal social and emotional skills of students and adults * strategies to build staff capacity to deliver culturally relevant instruction to students * strategies to encourage student expression, autonomy and leadership | The plan provides a limited description of a clear approach to ensuring safe, orderly and respectful environment, **OR** provides limited descriptions of **most of the following (3 or more)**:   * a clear set of shared behavioral expectations and practices that support students’ learning * proactive approaches to develop the intra-personal and inter-personal social and emotional skills of students and adults * strategies to build staff capacity to deliver culturally relevant instruction to students * strategies to encourage student expression, autonomy and leadership |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 19:  Family Engagement | The plan provides a detailed description of how the school will engage families as respected partners in the learning of their children, including detailed descriptions of **each** of the following:   * Frequent positive communication around student progress and families’ goals for their children * Opportunities for teachers and families to learn from and with each other in culturally relevant ways that will support the work of the school * Communications with families in multiple languages, as needed. * Strategies that involve all staff in this effort rather than relying on one designee | The plan generally describes how the school will engage families as respected partners in the learning of their children, including at least general descriptions of **each** of the following:   * Frequent positive communication around student progress and families’ goals for their children * Opportunities for teachers and families to learn from and with each other in culturally relevant ways that will support the work of the school * Communications with families in multiple languages, as needed. * Strategies that involve all staff in this effort rather than relying on one designee | The plan generally describes how the school will engage families as respected partners in the learning of their children, including at least general descriptions of **some but not all** **(at least 2)** of the following:   * Frequent positive communication around student progress and families’ goals for their children * Opportunities for teachers and families to learn from and with each other in culturally relevant ways that will support the work of the school * Communications with families in multiple languages, as needed. * Strategies that involve all staff in this effort rather than relying on one designee | The plan provides a limited description of how the school will engage families as respected partners in the learning of their children, **OR** provides limited descriptions of **most of the following (3 or more):**   * Frequent positive communication around student progress and families’ goals for their children * Opportunities for teachers and families to learn from and with each other in culturally relevant ways that will support the work of the school * Communications with families in multiple languages, as needed. * Strategies that involve all staff in this effort rather than relying on one designee |
| 20:  Alignment of Practices | The plan as a whole provides a compelling case that the school has a tightly aligned and consistent approach to curricula, expectations, instructional strategies, and assessment that will promote rapid and sustainable improvement in teaching and learning. It is clear from the plan that the school is on its way to becoming an effective learning organization with infrastructure and know-how to quickly and effectively scale-up effective strategies across the school. | The plan as a whole generally demonstrates an aligned and consistent approach to curricula, expectations, instructional strategies, and assessment that will promote rapid and sustainable improvement in teaching and learning.. | The plan as a whole does not demonstrate an aligned and consistent approach to curricula, expectations, instructional strategies, and assessment **OR** it is unclear if the plan as a whole will promote rapid and sustainable improvement in teaching and learning. | The plan as a whole does not demonstrate an aligned and consistent approach to curricula, expectations, instructional strategies, and assessment **AND** it is unclear if the plan as a whole will promote rapid and sustainable improvement in teaching and learning. |
| 21:  Strategic Benchmarks | Throughout the full plan, interim benchmarks (e.g., changes in discourse, actions, instruction, or belief) are precise, measurable, and time-bound (e.g., 3- 6- or 12-month; or by December 2017). Benchmarks are clearly aligned with the key strategies described in the plan, and there are clear connections between implementing a strategy and meeting the described benchmarks. | The plan provides many interim benchmarks (e.g., changes in discourse, actions, instruction, or belief) that are precise, measurable, and time-bound (e.g., 3- 6- or 12-month; or by December 2017). Benchmarks are mostly aligned with the key strategies described in the plan, and there are many connections between implementing a strategy and meeting the described benchmarks. | The plan provides some measureable interim benchmarks for accomplishing key strategies to address the areas of need identified in the plan. Benchmarks are marginally aligned with the key strategies described in the plan, and there are some connections between implementing a strategy and meeting the described benchmarks. | The plan lacks measureable interim benchmarks for accomplishing key strategies to address the areas of need identified in the plan. Benchmarks are minimally aligned with the key strategies described in the plan, and connections between implementing a strategy and meeting the described benchmarks are lacking. |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 22:  District Monitoring | The plan includes a detailed description of specific district systems and structures to monitor implementation benchmarks in the Turnaround Plan, evaluate the effectiveness of the selected intervention model at the school, and use data to target or refine supports, and inform future funding decisions and sustainability. | The plan generally describes district systems and structures to monitor implementation benchmarks in the Turnaround Plan, evaluate the effectiveness of the selected intervention model at the school, and use data to target or refine supports, and inform future funding decisions and sustainability. | The plan provides a basic description of district systems and structures to monitor implementation benchmarks in the Turnaround Plan, evaluate the effectiveness of the selected intervention model at the school, and use data to target or refine supports, and inform future funding decisions and sustainability. | The plan’s description of how the district will monitor implementation benchmarks in the Turnaround Plan, evaluate the effectiveness of the selected intervention model at the school, and use data to inform future funding decisions, lacks specificity. |
| 23:  School Monitoring | The plan provides a detailed description of how the school will collect data and monitor progress towards turnaround goals and benchmarks and how information and data will be used to modify strategies and initiatives. | The plan generally describes how the school will collect data and monitor progress towards meeting benchmarks and how the information will be used to modify strategies and initiatives. | The plan states that the school will monitor progress towards meeting benchmarks, but there is little to no information about how the information will be used to modify strategies and initiatives. | The plan provides a weak description of how the school will monitor progress towards meeting benchmarks and how the school will use data to modify strategies and initiatives. |
| 24:  Multi-Year Financial Plan | The multi-year financial plan provides **strong evidence** that the principal has the necessary budget autonomy to strategically use and align resources to implement the turnaround plan by:   * specifically identifying sources and amounts (either new or repurposed) of funds that will complement the grant funds to support timely implementation, * clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability, * and provides evidence that district and school leadership has considered the cost implications of the selected strategies and how each can be sustained after the two year funding period. | The multi-year financial plan provides **adequate evidence** that the principal has the necessary budget autonomy to strategically use and align resources to implement the turnaround plan by:   * specifically identifying sources and amounts (either new or repurposed) of funds that will complement the grant funds to support timely implementation, * clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability, * and provides evidence that district and school leadership has considered the cost implications of the selected strategies and how each can be sustained after the two year funding period. | The multi-year financial plan provides **marginal evidence** that the principal has the necessary budget autonomy to strategically use and align resources to implement the turnaround plan by:   * specifically identifying sources and amounts (either new or repurposed) of funds that will complement the grant funds to support timely implementation, * clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability, * and provides evidence that district and school leadership has considered the cost implications of the selected strategies and how each can be sustained after the two year funding period. | The multi-year financial plan provides **limited to no evidence** that the principal has the necessary budget autonomy to strategically use and align resources to implement the turnaround plan by:   * specifically identifying sources and amounts (either new or repurposed) of funds that will complement the grant funds to support timely implementation, * clearly describing how the school will use data to target or refine supports and inform funding decisions and sustainability, * and provides evidence that district and school leadership has considered the cost implications of the selected strategies and how each can be sustained after the two year funding period. |

**Budget Review**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strong - 4** | **Adequate - 3** | **Marginal - 2** | **Weak - 1** |
| 25:  Sufficient Size and Scope | The grant budget for district and school activities is of sufficient size and scope **to support full and effective implementation** of the turnaround plan over the grant period. Full detail is provided for each year of funding and a reasonable overview is provided for anticipated costs in the following years. | The grant budget for district and school activities is of sufficient size and scope **to support full and effective implementation** of the turnaround plan over the grant period. Full detail is provided for how central components of the district’s approach and school-level strategies will be funded for Year 1 and a reasonable overview is provided for costs in the following years. | It is unclear if the grant budget for district and school activities is of sufficient size and scope **to support full and effective implementation** of the turnaround plan over the grant period OR lacks sufficient detail for Year 1 and beyond. | It is unclear if the grant budget for district and school activities is of sufficient size and scope **to support full and effective implementation** of the turnaround plan over the grant period AND lacks sufficient detail for Year 1 and beyond. |
| 26:  Quality of Budget Proposal | The budget narrative clearly justifies how all proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements (e.g., principal and teacher incentives, extended learning and/or collaboration time, use of external partners). | The budget narrative clearly justifies how most proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements, though a few may require clarification. | The budget narrative provides an overall justification for proposed grant expenditures. A few aspects of the proposed budget may not be reasonable, necessary, or allowable and they require clarification. | The budget narrative provides little or no justification for proposed grant expenditures or many aspects of the proposed budget are not reasonable, necessary, or allowable. |

**Extra Credit**

|  |  |
| --- | --- |
|  | **Strong - 2** |
| EC1:  Additional student learning time | The plan provides a compelling case the school schedule will include at least 1330 hours for student learning time for elementary, middle and K-8 schools. |
| EC2:  Performance-Based Compensation System | The plan provides a compelling case that it will implement a high-quality performance-based compensation model for staff in the school. |
| EC3:  Financial Incentives | The plan provides a compelling case that it will 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 that supports a 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 |
| EC4:  Well-Rounded Curriculum | The plan provides a compelling case that all students will 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. |

**Interview Scoring Rubric**

**Interview Process**

All applicants will participate in a 2 hour interview that address the rubric items below, as well as any rubric items from the Required Elements and Budget Review that received a score of “2” or less. Rubric items moved from Required Elements and Budget Review will be rescored based on the interview team’s response and evidence within the written application.

During the interview, the Interview Team will be asked to provide a brief 15-20 minute presentation of the proposed Turnaround Plan. Following the presentation, the district and school team members will be jointly asked to respond to a set of standard questions and to address areas in the proposal that the review team identified as needing clarification or additional detail. The following Interview Scoring Rubric will be used during the interview process as well as the rubric for items moved from Required Elements and Budget Review.

**The Interview Team for each application** should include:

* From the **district**: (1) the Superintendent (or designee); (2) a member of the School Committee; (3) the district leader responsible for coordinating the implementation of school turnaround efforts; (4) and a member of the managing or lead partner team (if applicable); and
* Up to five individuals from the **school**: (1) the Principal (or designee); (2) a member of the school’s leadership team; (3) the administrator(s) responsible for coordinating and managing school turnaround effort (if applicable); and (4) teachers or other individuals (e.g., parents, students) that can speak to the willingness of the school to engage in the proposed turnaround effort.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strong – 4** | **Adequate – 3** | **Marginal - 2** | **Weak – 1** |
| 27:  District Knowledge of Turnaround Plan and Readiness for Turnaround | District representatives clearly describe the central issues and needs facing the district and applicant school, provide a strong rationale for the selected turnaround strategies, and discuss the major actions (policy, structural, cultural, other) that will occur as part of turnaround efforts. The team clearly describes how implementation challenges will be addressed. | District representatives adequately describe the central issues and needs facing the district and applicant school, provide an adequate rationale for the selected turnaround strategies, and discuss the major actions (policy, structural, cultural, other) that will occur as part of turnaround efforts. The team generally describes how implementation challenges will be addressed. | District representatives marginally describe the central issues and needs facing the district and applicant school, provide a marginal rationale for the selected turnaround strategies, and marginally discuss the major actions (policy, structural, cultural, other) that will occur as part of redesign efforts. It is not clear how implementation challenges will be addressed. | District representatives do not acknowledge or describe central issues and needs. Key implementation challenges are not voiced or there is no clear strategy for addressing challenges. |
| 28:  School Knowledge of Turnaround Plan and Readiness for Turnaround | School representatives clearly describe the central issues and needs facing the school, provide a strong rationale for the selected turnaround strategies, and discuss the major actions (policy, structural, cultural, other) that will occur as part of turnaround efforts. The team clearly describes how implementation challenges will be addressed. | School representatives generally describe the central issues and needs facing the school and generally explain why strategies were selected. There is general discussion of implementation challenges and the major actions that need to be taken. | School representatives marginally describe the issues and needs facing the school and provide some reasons for why strategies were selected. There is some discussion of implementation challenges and the major actions that need to be taken. | School representatives do not acknowledge or describe central issues and needs. Key implementation challenges are not voiced or there is no clear strategy for addressing challenges. |
| 29:  Unified Response | All team members describe a unified and systematic approach to turnaround and an urgency to change and improve, and each member is able to articulate their specific role in the school’s turnaround process. | Most team members describe a unified and systematic approach to turnaround and an urgency to change and improve, and most members were able to articulate their specific role in the school’s turnaround process. | Most team members describe a unified and systematic approach to turnaround and an urgency to change and improve OR most members were able to articulate their specific role in the school’s turnaround process. | Only a few members answered the majority of questions, making it unclear if all team members were unified in the approach to turnaround, have a sense of urgency to change or improve, and aware of their specific roles in the turnaround process. |

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| --- | --- | --- | --- | --- |
|  | **Strong – 4** | **Adequate – 3** | **Marginal - 2** | **Weak – 1** |
| 30:  Ability to Address Questions | School representatives fully address questions regarding proposed strategies and actions, specifically in any areas rated below adequate in the review of the turnaround plan. | School representatives adequately address nearly all of the questions regarding proposed strategies and actions, specifically in those areas rated below adequate in the review of the turnaround plan. | School representatives marginally address some of the questions regarding proposed turnaround strategies, specifically in those areas rated below adequate in the review of the turnaround plan. | School representatives address none, or only a few of the questions in those areas rated below adequate in the review of the turnaround plan. |

**Level 3 Turnaround Grant Scoring Sheet**

District Name:

School Name:

Review Team:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Capacity and Commitment** | **Data Analysis for Selection of Supports and Intervention Model** | **Strategic and Actionable Approach** | **Total** | **Comments** |
| **Required Elements** | 44 | 12 | 40 | 96 |  |
| **Interview Score** | 16 |  |  | 16 |  |
| **Budget Review** |  |  | 8 | 8 |  |
| **Dimension Totals** | 60 | 12 | 48 | **120** |  |
| **Extra Credit** | 8 |  |  | 8 |  |
| **FINAL Total** |  |  |  | **128** |  |

**\*** All Level 3 Turnaround Grant Applications must receive a total combined score of at least 90 out of 120 (75%) to be considered for funding. An additional 2 points can be obtained for each approved extra credit autonomy only after the 75% has been met on the full rubric.