**Content of FY19 Renewal Application Directions**

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1. **Submission Requirements and Important Dates**

FY19 SRG and L3 Renewal Application Packet includes:

* FY19 Renewal Application Template
* FY19 Budget Workbook

**By noon on May 2, 2018 email to SRG@doe.mass.edu:**

* Renewal Application Template
* Budget Workbook

Note: The original superintendent signature on the grant cover sheet in the budget workbook will be submitted once final approval has been given.

**Other Important Dates:**

Renewal Applications will be subject to a review process by ESE according to the Scoring Rubric (Appendix A). ESE intends to announce SRG and L3 School Turnaround Renewal awards by June 1, 2018. Any questions regarding the SRG and L3 Renewal Application should be directed to Michael Seymour at srg@doe.mass.edu or 781-338-3514.

**SRG and L3 Renewal Process Technical Assistance Sessions:** ESE will host a FY19 SRG and Level 3 School Turnaround Renewal Process technical assistance session to provide school and district teams with assistance in completing the renewal application. District leaders, school leaders, at least one school-level instructional leadership team member, and consultants involved in completing the renewal applications are **strongly encouraged** to participate in the technical assistance session.

Webinar Date: Monday – March 12, 2018

Time: 4:00 – 5:00pm

1. **Overview**

The School Redesign Grant (SRG) and Level 3 School Turnaround (L3) Renewal Application is designed to provide an opportunity for districts and schools to: (1) reflect upon successes and challenges of the past year, within the context of the school’s turnaround plan and the turnaround practices; (2) identify key strategies or modifications to strategies that build upon successes and challenges and that will serve as the focus in the coming year; and (3) provide a budget update and justification for the coming school year.

 **The SRG and L3 Renewal Application process is focused on the following questions:**

* What worked, what did not work, and how do you know? Please provide evidence and data to support your response.
* Given this analysis, what changes will be implemented or successes leveraged for the coming year?

 **The SRG and L3 Renewal Application process includes the following components**

1. District and school completion and submission of renewal application packet for each SRG and L3 school by **May 2, 2018**
2. Formal review of each SRG and L3 renewal application packet by ESE based on the scoring rubric (the rubric is Appendix A, provided below)
3. Announcement of award of FY19 funding by early June 2018

Table A (next page) provides an overview of the questions asked throughout the SRG and L3 renewal application. The purpose, detailed instructions, and suggested processes for filling out each part of the application is provided in each of the form documents.

**Table A: SRG and L3 Turnaround Grant Renewal Application: Overview\*\***

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| **Application Section** | **Questions/Prompts** |
| I. School Redesign and Turnaround Planning Renewal  | Use the provided template to: * List the current strategies for each turnaround practice;
* List planned modifications or new strategies that the school/district plans to implement in the coming year; and
* List key implementation benchmarks (and MAGs when applicable) for students and educators that the school/district will use to track progress of current of new strategies, in 2018-19

This section will be answered using a bulleted format. A more detailed explanation will be provided in Section II.  |
| II. Reflecting on Turnaround Plan Implementation  | 1. For each turnaround practice, answer the following prompts:* Specific to strategies in this turnaround practice, what worked, what did not work, and how do you know? Please provide evidence and data to support your response.
* Given this analysis, what changes will be implemented or successes leveraged for the coming year?

2. Provide narrative for the following topics:* District systems of supports provided
* Additional strategies not mentioned (OPTIONAL)
* Strategies for the students of color

This section will be answered using a narrative format. Several paragraphs per question are sufficient. |
| III. Budget and Sustainability | 1. Answer the following prompts on Academic Return on Investment:* Based on an Academic Return on Investment (AROI) analysis, what strategies/interventions do you expect to continue to fund after the grant? (Please include evidence of academic impact that supports your justifications of continuing specific programs over others).
* How do you plan on sustaining turnaround efforts after the expiration of School Redesign and Level 3 School Turnaround Grant funding?

2. Answer the following prompts on the budget justification:* Please provide a justification for all proposed grant expenditures in FY19, including how each expenditure is aligned to effective implementation of the turnaround plan.
* Please provide justification for any changes that were made from the original budget projections in FY18.

This section will be answered using a narrative format. Several paragraphs are sufficient. |

**\*\* See Appendix C for a list of data resources schools can use to drive decision making**

1. **Guidance**

The SRG and L3 Renewal application has multiple purposes:

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| For **districts and schools,** the renewal process is intended to:* Provide an opportunity for district and school leaders to formally share their assessment and analysis of school redesign efforts with ESE.
* Ensure that there is ongoing district and school interaction with respect to the implementation and monitoring of school redesign efforts.
* Document district and school analysis of data and subsequent setting of and revising priorities, strategies, and implementation benchmarks for the coming year.
 | For **ESE**, the renewal process:* Serves as a way to collect and document effective and promising strategies, practices, and policies across school and district turnaround efforts.
* Is the primary means of formally reviewing the progress of SRG and L3-funded schools and districts in reference to stated goals and implementation benchmarks.
* Is used as a critical piece of evidence for making continuation funding decisions (See “Information used to make funding decisions” below).
 |

**SRG and L3 renewal application template:** The SRG and L3 renewal application template is divided in to three sections: School Redesign and Turnaround Planning Renewal, Reflecting on Turnaround Plan Implementation, and Budget and Sustainability. Each section will be scored according to the Scoring Rubric in Appendix A. Please refer to the rubric to understand how the application will be scored. It is important to note that schools are expected to provide examples, data, and evidence to support each response.

**School Redesign and Turnaround Planning Renewal:** This section is intended for schools to list the current turnaround strategies, what they plan on modifying or changing for next year, and what benchmarks will be used to gauge progress. This brief overview will be captured through bullet points of information for each turnaround practice.

**Reflecting on turnaround plan implementation:** In this section, schools will reflect on how the current year went and explain the direction the school is going for the upcoming year. This will be done in a narrative format, expanding on the bullet points used in the previous section.

In the first part of this section, schools will outline strategies that worked well and what did not work as well, and provide supporting evidence and data. Further, schools will describe what successes will be leveraged or changes implemented as a result of the analysis of current year strategies. This will be done for each turnaround practice.

Next, districts will answer questions about the district and school systems of support being provided to their students of color. The question on students of color is being added this year because our data reveals a persistent achievement and opportunity gap between students of color and white students in the Commonwealth. These gaps are revealed in myriad ways from achievement data, to graduation and drop-out rates, to AP course offerings, to suspension rates, among others. By implementing strategies that target students of color, schools can better serve a chronically underserved group of students.

**Budget and Sustainability:** In addition to specific prompts in the FY19 Renewal Budget Workbook, the two questions in this section are intended to address spending in FY19 and to focus the school and district on preparing for the eventual end of SRG and L3 funding. Districts and schools are expected to develop a focused, strategic plan to address the sustainability of turnaround efforts accomplished through the grant, whether the school is in its first, second, or third year of turnaround.

For more support in conducting a quality Academic Return on Investment (AROI) analysis as required in this section, please reference the Turnaround Sustainability Planning Toolkit zip file (especially the Framework and Handouts files) available on ESE’s website. [[1]](#footnote-1)

\*\*Note: Districts will complete a separate budget workbook that will capture where the funds are being allocated. This workbook will guide what gets submitted in EdGrants. The workbook is listed on ESE’s grants [webpage](http://www.doe.mass.edu/grants/grants.aspx?sortby=fundcode&direction=asc), then search by fund code 511 or 539.

**Information used to make funding decisions:** There are three key pieces of data that ESE will use when making funding decisions:

1. Evidence of improved district and school capacity to monitor and implement redesign efforts, such as making mid-course corrections, based on an assessment of the SRG and L3 School Renewal application
2. Evidence of improved student performance and results, based on attainment of benchmarks and Measurable Annual Goals
3. Evidence that the school has embedded the turnaround practices based on the school’s most recent Monitoring Site Visit final report

We *strongly recommend* reviewing the scoring rubric (Appendix A on the following page). This will help schools ensure their application 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.

1. **Resources**
* [Turnaround Practices Research, Evaluation Reports, and Turnaround Plan Guidance](http://www.doe.mass.edu/turnaround/howitworks/reports.html)
* [Conditions for School Effectiveness and District Standards and Indicators](http://www.doe.mass.edu/accountability/)
* [Turnaround Sustainability Toolkit](http://www.doe.mass.edu/turnaround/redesign/)

**Appendix A: Scoring Rubric**

**SRG and L3 Application Review Dimensions:** Each component of an SRG or L3 application 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 SRG or L3 funds to support the strategies identified in the application and are planning for sustainability. |
| Data Analysis | The extent to which the SRG or L3 Renewal Application is based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments, educator data, other student data, and/or recommended data sources, and specifically the extent to which the proposed school and district strategies are based upon an analysis of data. |
| Strategic and Actionable Approach | The extent to which the SRG or L3 Renewal Application displays a strategic and well-thought out approach that will lead to rapid and sustainable improvement in the coming year. The extent to which it is clear through the application that the school and district are actively monitoring improvement efforts throughout implementation, setting measureable and actionable benchmarks, and responding to data. |

**SRG and L3 Renewal 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 |

**Team Review Items:**

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| **Capacity and Commitment**Scoring Criteria: The extent to which the district and school demonstrate the capacity and commitment to use SRG and L3 funds to support the strategies identified in the application and are planning for sustainability. |
|  | **Strong - 4** | **Adequate - 3** | **Marginal - 2** | **Weak - 1** |
| 1: Sense of Urgency | The renewal application clearly describes an urgency to change and improve, and clearly demonstrates the school is focused on promoting rapid student achievement. | The renewal application generally describes an urgency to change and improve, and generally demonstrates the school is focused on promoting rapid student achievement. | The renewal application generally describes an urgency to change and improve OR generally demonstrates the school is focused on promoting rapid student achievement. | It is not clear through the renewal application that the school or district have a sense of urgency to improve or is focused on promoting rapid student achievement.  |
| 2:District Support | The renewal application provides a detailed description of how the district is actively and meaningfully supporting the school in its improvement efforts.  | The renewal application provides a general description of how the district is actively and meaningfully supporting the school in its improvement efforts. | The renewal application provides a general description of how the district is supporting the school in its improvement efforts, but it is unclear if the support is frequent or meaningful. | The renewal application provides a partial or weak description of how the district is supporting the school in its improvement efforts. |
| 3: Feedback to Improve Instruction | The renewal application describes in detail how school leadership uses formal and informal observations of instructional practice 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 renewal application generally describes how school leadership uses formal and informal observations of instructional practice 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 renewal application generally describes how school leadership uses formal and informal observations of instructional practice for **some (3), but not all,** 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 renewal application provides a limited description of how school leadership uses formal and informal observations of instructional practice **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.
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|  | **Strong - 4** | **Adequate - 3** | **Marginal - 2** | **Weak - 1** |
| 4: Professional Collaboration Among All Staff  | The renewal application provides detailed evidence that the school has developed and is improving communication systems and structures that support professional collaboration and school turnaround, that directly address:* Building trusting relationships across all staff and a culture of continuous professional growth
* Communicating instructional goals and expectations
* 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
* Deepening a common sense of urgency
 | The renewal application provides general evidence that the school has developed and is improving communication systems and structures that support professional collaboration and school turnaround, that address **some (at least 4)** of the following: * Building trusting relationships across all staff and a culture of continuous professional growth
* Communicating instructional goals and expectations
* 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
* Deepening a common sense of urgency
 | The renewal application describes professional collaboration opportunities that aren’t clearly connected as a system **OR** only generally addresses **less than 4** of the following: * Building trusting relationships across all staff and a culture of continuous professional growth
* Communicating instructional goals and expectations
* 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
* Deepening a common sense of urgency
 | The renewal application describes a variety of discreet professional collaboration opportunities **AND** only generally addresses **less than 4** of the following: * 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
* Deepening a common sense of urgency
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| 5: Addressing the Needs of Students of Color | There is a clear data analysis of students of color **AND** the plan clearly describes what steps will be taken to specifically address the needs of students of color.  | There is a general data analysis of students of color **AND** the plan generally describes what steps will be taken to specifically address the needs of students of color.  | There is a general data analysis of students of color **OR** the plan generally describes what steps will be taken to specifically address the needs of students of color.  | There is a little to no data analysis of students of color **AND** the plan vaguely describes what steps will be taken to specifically address the needs of students of color (or there is no plan at all).  |

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| **Data Analysis**Scoring Criteria: The extent to which the analysis provided in the SRG or L3 renewal application is based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments, educator data, other student data, or other data (e.g., site visit data and qualitative data) and the extent to which the analysis supports and justifies the proposed shifts in turnaround plan strategies. |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 6:Data Analysis | The renewal application:* provides and uses detailed, pertinent, and multiple sources data (including demographic, achievement, perceptual, and observational data) to assess the impact of turnaround strategies in each Turnaround Practice.
* clearly describes how proposed shifts or modifications to turnaround strategies in each Turnaround Practice are linked to an analysis of data and evidence.
 | The renewal application:* provides and uses general or limited data sources (including demographic, achievement, perceptual, and observational data) to assess the impact of turnaround strategies in each Turnaround Practice.
* describes how most of the proposed shifts or modifications to turnaround strategies in each Turnaround Practice are linked to an analysis of data and evidence.
 | The renewal application:* provides and uses general or limited data sources (including demographic, achievement, perceptual, and observational data) to assess the impact of turnaround strategies in some, but not all the Turnaround Practices.
* describes how some of the proposed shifts or modifications to turnaround strategies in each Turnaround Practice are linked to an analysis of data and evidence. Less than half of the proposed shifts are supported by the data.
 | The renewal application:* lacks evidence and data (including demographic, achievement, perceptual, and observational data) to assess the impact of turnaround strategies in each Turnaround Practice.
* minimally shows or justifies how proposed shifts or modifications to turnaround strategies in each Turnaround Practice are linked to an analysis of data and evidence; OR the proposed shifts are not justified based on the evidence shared in the application.
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| 7:Strategic Benchmarks | Throughout the full renewal application, 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 2018). 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 renewal application 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 2018). 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 renewal application 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 renewal application 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. |

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| **Strategic and Actionable Approach**Scoring Criteria: The extent to which the SRG and L3 renewal application displays a strategic and well-thought out approach that will lead to rapid and sustainable improvement in the coming year. It is clear through the application that the school and district are actively monitoring improvement efforts throughout implementation, setting measureable and actionable benchmarks, and responding to data. |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 8: Strategic Approach | The renewal application exhibits a detailed strategic approach to school turnaround that prioritizes key strategies and actions. Key strategies are rigorous and clearly aligned to each selected turnaround practice. | The renewal application exhibits a strategic approach to school turnaround that prioritizes key strategies and actions. Key strategies are ambitious and aligned to each selected turnaround practice. | The renewal application exhibits a strategic approach to school turnaround that prioritizes key strategies and actions OR key strategies are ambitious and aligned to each selected turnaround practice.  | The renewal application does not present a strategic approach to school turnaround that prioritizes key strategies and actions AND key strategies are not ambitious or aligned to the selected turnaround practices. |
| 9: Intentional Practices for Improving Instruction | The renewal application clearly describes how school leadership has defined a clear instructional focus and shared expectations for instructional practice, and that directly address **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 ensures that 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 is maximized to ensure all students receive a well-rounded course of studies
 | The renewal application generally describes how school leadership has defined a clear instructional focus and shared expectations for instructional practice, and that generally address **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 ensures that 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 is maximized to ensure all students receive a well-rounded course of studies
 | The renewal application generally describes how school leadership has defined a clear instructional focus and shared expectations for instructional practice, and that generally addressed **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 ensures that 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 is maximized to ensure all students receive a well-rounded course of studies
 | The renewal application provides a limited description of how school leadership has defined a clear instructional focus and shared expectations for instructional practice, **or only address two (2) 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 ensures that 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 is maximized to ensure all students receive a well-rounded course of studies
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|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 10: Tiered Academic and Non-Academic Supports | The renewal application provides detailed evidence that the school has developed and is improving its system to identify and provide targeted supports for students’ academic and non-academic needs, and directly improving **each** of the following:* using a variety of ongoing assessments to identify student needs
* providing student-specific interventions, enrichments, and supports
* monitoring the impact of both academic and social/emotional interventions
* adapting and modifying structures and resources to improve both core and targeted supports
 | The renewal application generally describes how the school has developed and is improving its system 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
* monitoring the impact of both academic and social/emotional interventions
* adapting and modifying structures and resources to improve both core and targeted supports
 | The renewal application generally describes a clear system 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
* monitoring the impact of both academic and social/emotional interventions
* adapting and modifying structures and resources to improve both core and targeted supports
 | The renewal application provides a limited description of a clear system 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
* monitoring the impact of both academic and social/emotional interventions
* adapting and modifying structures and resources to improve both core and targeted supports
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| 11:School Culture and Climate | The renewal application provides detailed evidence that the school has developed and is improving its approach to ensuring a safe, orderly and respectful environment, and that directly includes:* 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 renewal application generally describes how the school has developed and is improving its approach to ensuring a safe, orderly and respectful environment, and that includes:* 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 renewal application generally describes how the school has developed and is improving its approach to ensuring a safe, orderly and respectful environment, and that addresses **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 renewal application provides a limited description of how the school has developed and is improving its approach to ensuring a safe, orderly and respectful environment, **addressing only one or two 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
 |
|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 12:Family Engagement | The renewal application provides a detailed description of how the school engages 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 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 renewal application generally describes how the school engages 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 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 renewal application 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 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 renewal application 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 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
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| 13: District Monitoring | The renewal application includes a detailed description of district system to monitor benchmarks to evaluate the effectiveness of turnaround implementation efforts at the school and district level AND a description of explicit shifts in district actions or policies needed to support successful turnaround efforts in the school.  | The renewal application includes a general description of district systems to monitor benchmarks to evaluate the effectiveness of turnaround implementation efforts at the school and district level AND a general description of shifts in district actions or policies needed to support successful turnaround efforts. | The renewal application provides a basic description of district systems and structures to monitor benchmarks to evaluate the effectiveness of turnaround implementation efforts at the school and district level and does not describe shifts in district actions or policies that may be needed to support turnaround efforts. | The renewal application’s description of district systems and structures to monitor benchmarks to evaluate the effectiveness of turnaround implementation efforts at the school and district level is lacking and there is minimal to no description of shifts in district actions or policies.  |

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|  | **Strong – 4** | **Adequate - 3** | **Marginal - 2** | **Weak – 1** |
| 14: School Monitoring | It is clear throughout the renewal application that the school is actively collecting data, monitoring progress towards turnaround goals and benchmarks, and using that information to modify strategies and initiatives.  | Throughout the renewal application is evident that the school is using an adequate system to collect data, monitor progress towards turnaround goals and benchmarks, and uses that information to modify strategies and initiatives.  | The system to collect data, monitor progress towards turnaround goals and benchmarks, and use that information to modify strategies and initiatives as described in the renewal application could use some improvement to be fully effective.  | It is unclear throughout the renewal application if the school has an effective system to monitor progress towards turnaround goals and benchmarks, and use that information to modify strategies and initiatives. |

**Budget Review Items:**

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| **Capacity and Commitment**Scoring Criteria: The extent to which the district and school demonstrate the capacity and commitment to use SRG and L3 funds to support the strategies identified in the application and are planning for sustainability. |
|  | **Strong - 4** | **Adequate - 3** | **Marginal - 2** | **Weak - 1** |
| 15: Quality of Budget Proposal | The budget narrative clearly justifies how all proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key strategies as proposed in the original redesign plan and renewal application.  | The budget narrative adequately justifies how most proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key strategies as proposed in the original redesign plan and renewal application.  | The budget narrative justifies how some proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key strategies as proposed in the original redesign plan and renewal application.  | The budget narrative does not clearly justify how most proposed grant expenditures are aligned, reasonable, necessary, and allowable to support the key strategies as proposed in the original redesign plan and renewal application.  |
| 16: Funding Sustainability | The renewal application clearly describes how the school uses data to target or refine supports and inform future funding decisions and sustainability. | The renewal application generally describes how the school uses data to target or refine supports and inform future funding decisions and sustainability. | The renewal application marginally describes how the school uses data to target or refine supports and inform future funding decisions and sustainability. | The renewal application provides a weak description of how the school uses data to target or refine supports and inform future funding decisions and sustainability. |

**SRG and L3 Renewal Scoring Sheet**

District Name:

School Name:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Capacity and Commitment** | **Data Analysis**  | **Strategic and Actionable Approach** | **Total** | **Comments** |
| **Team Review Items** | 20 | 8 | 28 | 56 |  |
| **Budget Review Items** | 8 | - | - | 8 |  |
| **Dimension Totals** | 28 | 8 | 28 | **64** |  |

**Appendix B: Turnaround Practices and Implementation Benchmarks Guidance**

**Turnaround Practices**

As the research from the 2016 [***Turnaround Practices Evaluation and Resources***](http://www.doe.mass.edu/turnaround/howitworks/reports.html) report shows, Massachusetts schools that achieved dramatic academic and non-academic improvements over the past 5+ years 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 four turnaround practice areas:

1. **Leadership, shared responsibility and professional collaboration:** The school has established a community of practice through leadership, shared responsibility for all students and professional collaboration
2. **Intentional practices for improving instruction:** The school employs intentional practices for improving teacher-specific and student-responsive instruction
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
4. **School Culture and Climate:** A safe, orderly and respectful environment for students and a collegial and collaborative culture among teachers

**Interim Benchmarks**

Interim benchmarks will be used to assess progress in turnaround practices during the 2018-19 school year by both the school and district.These proof points will ensure progress is being made, determine where additional support and assistance is needed, and inform mid-course corrections when it is not.

* **Interim Benchmarks for Teachers and Practitioners** 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.
* **Interim Benchmarks for Students** 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.

**Additional guidance and sample benchmarks** for all turnaround practice areas are available on the [Level 4 Turnaround Plan Guidance](http://www.doe.mass.edu/turnaround/level4/guidance.html) webpage. Sample benchmarks are intended to prompt the team’s thinking and 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.

**Appendix C: Data Resources**

* Student achievement data
* Data predictive of MCAS performance
* Monitoring Site Visit report(s)
* District Systems of Support Review Report
* Implementation benchmark data
* Conditions for School Effectiveness
* Conditions for School Effectiveness Self-Assessment(s)
* Measurable Annual Goals (MAGs) data
* Administration, teacher, and staff observations
* Parent/student/community survey data
* Original School Redesign Grant proposal(s)
* MTSS Self-Assessment
* FY18 Amendments
* Academic Return on Investment Analysis (AROI)
1. <http://www.doe.mass.edu/turnaround/redesign/> [↑](#footnote-ref-1)