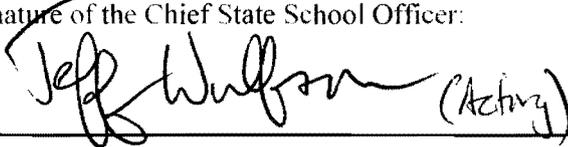
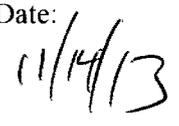


APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

|   |  |
|---|--|
| Legal Name of Applicant:<br>Massachusetts Department of Elementary and Secondary Education  | Applicant's Mailing Address:<br>75 Pleasant St.<br>Malden, MA 02148                            |
| State Contact for the School Improvement Grant<br><br>Name: Erica Champagne<br><br>Position and Office: Project Manager for School Redesign Grants, Office of District and School Turnaround<br><br>Contact's Mailing Address: 75 Pleasant St, Malden, MA 02148<br><br><br>Telephone: 781 338 3521<br><br>Fax: 781-335-3318<br><br>Email address: echampagne@doe.mass.edu |  |
| Chief State School Officer (Printed Name):<br>Mitchell D. Chester, Ed.D.  | Telephone:<br>781-338-3100   |
| Signature of the Chief State School Officer:<br>X  (Acting)  | Date:<br> |
| The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.  |  |

School Improvement Grants

# Application for FY 2013 New Awards Competition

## Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2013

CFDA Number: 84.377A

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**State Name:** Massachusetts

Original Submission: November 15, 2013



U.S. Department of Education  
Washington, D.C. 20202

OMB Number: 1810-0682  
Expiration Date: September 30, 2016

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

## SCHOOL IMPROVEMENT GRANTS

### **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### **ESEA Flexibility**

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

### **Availability of Funds**

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

### **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

### **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

# FY 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

## SUBMISSION INFORMATION

### **Electronic Submission:**

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to [OESE.OST@ed.gov](mailto:OESE.OST@ed.gov).

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

### **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader  
Office of School Turnaround  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

### **Application Deadline**

Applications are due on or before November 15, 2013.

### **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [Carlas.Mccauley@ed.gov](mailto:Carlas.Mccauley@ed.gov).

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

|   |   |
|---|---|
| Legal Name of Applicant:<br>Massachusetts Department of Elementary and Secondary Education  | Applicant's Mailing Address:<br>75 Pleasant St.<br>Malden, MA 02148 |
| State Contact for the School Improvement Grant<br><br>Name: Erica Champagne<br><br>Position and Office: Project Manager for School Redesign Grants, Office of District and School Turnaround<br><br>Contact's Mailing Address: 75 Pleasant St, Malden, MA 02148<br><br><br><br><br>Telephone: 781 338 3521<br><br>Fax: 781-335-3318<br><br>Email address: echampagne@doe.mass.edu |   |
| Chief State School Officer (Printed Name):<br>Mitchell D. Chester, Ed.D.  | Telephone:<br>781-338-3100  |
| Signature of the Chief State School Officer:<br><br>X   | Date:   |
| The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.  |   |

## PART I: SEA REQUIREMENTS

### Massachusetts School Improvement Grant Application Overview

Massachusetts Department of Elementary and Secondary Education's (ESE) application for federal School Improvement Grant (SIG) funds (under Section 1003(g) of the Elementary and Secondary Education Act) is submitted within the broader context of our work to intervene in the state's lowest-performing schools. In 2008, the Department worked collaboratively with educators in MA to develop the Framework for District Accountability and Assistance (see <http://www.doe.mass.edu/sda/framework/default.html>), which defines the ESE's overall approach to engaging with districts to improve student performance.

Four key principles guided the development of the Framework:

1. The district is the entry point for the Department's accountability and assistance work; the focus of state assistance will be on building district capacity to support and guide improvement efforts in individual schools; therefore, a district's placement in one of the Framework's five accountability levels is determined by the designation of its lowest performing school.
2. A strong accountability system will not, by itself, result in continued improvement. A parallel system of assistance and intervention is necessary to secure continued, strong improvement.
3. Levels of accountability and intensity of assistance and intervention need to match the severity and duration of any identified problems.
4. The number of districts identified for Levels 4 and 5 will be determined based on ESE capacity to provide appropriate levels of assistance.

A key part of this framework is a set of Conditions for School Effectiveness:

- (i) Effective district systems for school support and intervention: The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways, especially for its lowest performing schools.
- (ii) Effective school leadership: The district and school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.
- (iii) Aligned curriculum: The school's taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
- (iv) Effective instruction: Instruction reflects effective practice and high expectations for all students; the school staff has a common understanding of the features of high-quality standards-based instruction and a system for monitoring instructional practice.
- (v) Student assessment: The school uses a balanced system of formative and benchmark assessments.
- (vi) Principal's staffing authority: The principal has the authority to make staffing decisions based on the school's improvement plan and student needs.
- (vii) Professional development and structures for collaboration: Professional development for school staff includes job-embedded and individually pursued learning, including content-based learning, and structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice.
- (viii) Tiered instruction and adequate learning time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized

instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges.

- (ix) Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.
- (x) Family-school relationships: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.
- (xi) Strategic use of resources and adequate budget authority: The principal makes effective and strategic use of district and school resources and has sufficient authority to do so.

During this same time period, the Massachusetts legislature undertook the task of passing substantive education reform legislation, which resulted in *An Act Relative to the Achievement Gap* (<http://www.mass.gov/legis/laws/seslaw10/s1100012.htm>), signed into law on January 18, 2010. This law established a new process, authorities and intervention powers for improving the performance of the state's lowest achieving schools.

In order to minimize the burden on school districts in addressing the needs of their lowest performing schools, to the maximum extent possible, ESE has attempted to consolidate and integrate the requirements of state law for Level 4 (priority) schools as well as the federal SIG program within the existing Framework for District Accountability and Assistance. What is presented in this application represents our best effort to ensure that all state legislative and federal requirements are met while maintaining a unified school redesign process for the state's lowest performing schools.

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

## **A. ELIGIBLE SCHOOLS**

**Part 1 (Definition of Persistently Lowest-Achieving Schools):** Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

Since Massachusetts is requesting the priority schools list waiver, we are not providing a PLA definition, as our methodology for identifying priority schools has already been approved through our ESEA flexibility request.

**Part 2 (Eligible Schools List):** As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or

Tier II school solely because it has had a graduation rate below 60 percent over a number of years.  
[See Appendix A for Massachusetts' eligible schools list \(priority schools\).](#)

**Directions:** SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

| SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS |               |             |                 |                          |        |         |          |           |                             |
|--|---------------|-------------|-----------------|--------------------------|--------|---------|----------|-----------|-----------------------------|
| LEA NAME                               | LEA NCES ID # | SCHOOL NAME | SCHOOL NCES ID# | PRIORITY (if applicable) | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE <sup>1</sup> |
|  |               |             |                 |                          |        |         |          |           |                             |

**EXAMPLE:**

| SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS |               |             |                 |          |        |         |          |           |                |
|--|---------------|-------------|-----------------|----------|--------|---------|----------|-----------|----------------|
| LEA NAME                               | LEA NCES ID # | SCHOOL NAME | SCHOOL NCES ID# | PRIORITY | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| LEA 1                                  | ##            | HARRISON ES | ##              |          | X      |         |          |           |                |
| LEA 1                                  | ##            | MADISON ES  | ##              |          | X      |         |          |           |                |
| LEA 2                                  | ##            | TAYLOR MS   | ##              |          |        |         | X        |           | X              |

**Part 3 (Terminated Awards):** All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

[At the time of this application, Massachusetts has not terminated awards for any LEAs for the 2014-2015 school year.](#)

| LEA NAME                                | SCHOOL NAME | DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED | AMOUNT OF REMAINING FUNDS |
|---|-------------|---|---------------------------|
|   |             |   |                           |
|   |             |   |                           |
|   |             |   |                           |
|   |             |   |                           |
| <b>TOTAL AMOUNT OF REMAINING FUNDS:</b> |             |   |                           |

<sup>1</sup> “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

**B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.**

In Massachusetts, the SIG program and funding aligns to our statewide accountability system in that it allows us to offer funding through a competitive grants application process to our state's priority schools (defined in our accountability system as "Level 4 schools.") In Massachusetts, we call the SIG program the School Redesign Grant (SRG.) The SEA requires LEAs to submit applications based on a robust set of requirements (see Appendix B). The requirements of our Redesign Plans are highly ambitious, and include many elements beyond those mandated by federal SIG requirements.

A critical component of Massachusetts' implementation of the SIG program is the high bar set for Redesign Plans. This high standard for a well-developed plan is evidenced through the Scoring Rubric used by SRG application review teams (see Appendix F). The rubric is designed to assess Redesign Plans for SRG funds through three dimensions: "Capacity and Commitment," "Data Analysis and Selection of Supports and Intervention Model," and "Strategic and Actionable Approach." Each of the following Redesign Plan components is scored across the three rubric dimensions: Executive Summary, District-Level Redesign, School-Level Redesign, Implementation Timelines and Benchmarks, Measurable Annual Goals, and Budget. This in-depth rubric design has allowed Massachusetts to be highly critical and selective of plans to fund in our previous four SIG competitions.

Through our Scoring Rubric we are able to ensure plans meet the requirements in this section: for LEAs to analyze the needs of each applicant school and select an intervention model, demonstrate capacity to implement the models chosen fully and effectively, and develop a SIG budget that allows for sufficient funding of the selected model(s), all before the LEA submits an application for SIG funding.

The fourteen rubric items under "Capacity and Commitment" are designed to measure the extent to which the district and school(s) demonstrates the capacity and commitment to use school improvement funds to support school redesign plans and the successful implementation of identified intervention models and strategies. District capacity includes, but is not limited to, demonstrated commitment to: (1) recruit, screen, and select external providers, if applicable, to ensure quality; (2) align other district resources with school-level intervention models; (3) modify practices or policies to enable it to implement the interventions fully and effectively, and (4) sustain the reforms after the funding period ends.

Another four rubric items targeted at measuring "Capacity and Commitment" are assessed not in the written plan, but through the school and district interview process. The district and school interviews are designed to measure the extent to which school and district leaders understand the needs of the identified schools and barriers to successful implementation of proposed intervention models, and display a demonstrated urgency and willingness to engage in the hard work needed to dramatically change and improve identified schools. Interviews also measure the extent to which the district and school demonstrate a thorough understanding of the proposed strategies and interventions, including the actions (e.g. policy actions, changes in structures, changes in behavior and culture, and additional initiatives) that need to occur for the district and school redesign efforts to be successful.

The six rubric items under "Data Analysis and Selection of Supports and Intervention Model" are designed to measure the extent to which the district's redesign plan and school redesign plans are based on a detailed analysis of current, accurate, and precise data, including but not limited to state assessments. This section of the rubric is also designed to measure the extent to which the proposed intervention models and district support strategies are based upon an analysis of data.

And finally, the eight rubric items under “Strategic and Actionable Approach” are designed to measure the extent to which the district’s redesign 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) prioritization of areas for improvement, key strategies and action steps that together affect the Conditions for School Effectiveness, and (3) specific benchmarks to track progress and a strategy for monitoring progress towards meeting benchmarks.

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application and has selected an intervention for each school.

Scoring Rubric items 15, 16, 17, 19 and 20 specifically measure this requirement.

- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.

Scoring Rubric items 4, 5, 6, 10, 13, and 28 specifically measure this requirement.

- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Scoring Rubric items 10, 13, 14, and 28 specifically measure this requirement.

**Part 2:** The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA’s commitment to do the following:

- Design and implement interventions consistent with the final requirements;

All 32 Scoring Rubric items are designed to measure this requirement in various different ways. In addition, as part of the Redesign Plan review process, reviewers are to document evidence within each plan to ensure the applications are consistent with the final requirements.

- Recruit, screen, and select external providers, if applicable, to ensure their quality;

Scoring Rubric items 3 and 11 specifically measure this requirement.

- Align other resources with the interventions;

Scoring Rubric items 6, 10, and 11 specifically measure this requirement.

- Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,

Scoring Rubric items 4, 5, 7 and 22 specifically measure this requirement.

- Sustain the reforms after the funding period ends.

Scoring Rubric items 10, 13, and 22 specifically measure this requirement.

**B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA’s budget and application:**

It is important to note that as part of Massachusetts’ strategy to support priority (Level 4) schools, newly identified priority schools are awarded “Bridge Grant” funding that they can use for the same purposes as in SIG pre-implementation through June 30, 2014.

(1) How will the SEA review an LEA’s proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

Scoring Rubric items 14 and 28 specifically measure this requirement.

(2) How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

Scoring Rubric items 14 and 28 specifically measure this requirement. Also, a separate technical review of each pre-implementation budget is conducted by the School Redesign Grant Project Manager to ensure proposed pre-implementation activities are allowable.

<sup>2</sup> “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

**C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.**

**Overview of Massachusetts SIG Review Process**

The Massachusetts Department of Elementary and Secondary Education (ESE) is preparing to conduct its 5<sup>th</sup> comprehensive School Redesign Grant (SRG) competition that will result in 3-year grant awards. (Year 2 and Year 3 funding will be contingent on sufficient progress toward measurable annual goals and successful SRG Renewal Application – see Appendix G.)

All eligible Level 4 (priority) schools can apply at the deadline. Awards will be made for interventions to begin fully in September 2014. The term ‘Level 4 school’ is an accountability identification under the Massachusetts school accountability framework. Statutory requirements for state turnaround plan development in Level 4 schools are posted here: [http://www.doe.mass.edu/sda/framework/level4/ch69s1J\\_summary.pdf](http://www.doe.mass.edu/sda/framework/level4/ch69s1J_summary.pdf). Turnaround plans are developed before priority schools apply for SRG funding, and require LEAs to act on many of the SIG final requirements.

**Detailed Description of LEA Application Review Process**

The Department’s goal for its grant review process is to conduct a professional, comprehensive, transparent,

efficient and equitable review of federal school turnaround grant applications from districts with the persistently lowest performing schools so that those districts with approvable proposals can begin implementation of bold intervention efforts in September 2014 for the duration of three years. As mentioned previously, this grant review process is also intended to meet the requirements of state law for turnaround (Level 4/priority) schools.

### **Guiding Principles of SRG Review Process**

- This process will result in an immediate review and notification to districts following submission of applications with strict timelines;
- This is a priority process and critical task for ESE; staff are available and ready; other tasks are de-prioritized for this time period;
- The process is transparent with definitions, rubrics, criteria, multi-reviewers on each application, and publicly available findings and determinations.

### **Participation in SRG Review Process**

ESE intends to have internal ESE staff participate in the review process. These participants may include staff from the Department's Center for Targeted Assistance including the Office of District and School Turnaround, the Office of Urban District Assistance and staff from the School Improvement Grant Programs unit. Staff from the Center for Accountability, the Center for Curriculum and Instruction (including math, ELA, English Language Learner specialists), the Office of Special Education, Secondary Programs and Vocational Schools, the Office of Tiered System of Supports, and the Charter School Office may also be involved.

ESE's review of LEA applications will also include external participants such as non-interested consultants, practitioners and peer reviewers. We will be supported by an external facilitator in facilitating the review process in order to best ensure transparency and equity.

### **Scoring Process**

As described above, all grant applications will be scored against the rubric (see Appendix F). The minimum score to be considered eligible for funding is 90 points out of a total possible 128 points. In the event that there are more fundable applications than funds available, grants may be awarded in this priority order:

- Priority (Level 4) schools scoring highest on the grant scoring rubric that have not previously receiving SIG funds
- Priority (Level 4) schools that have not previously received SIG funds
- Priority (Level 4) schools scoring highest on the grant scoring rubric

If federal intervention and assurances/waivers requirements are not met (No rating), the application will be ineligible for funding, regardless of its score.

### **Interview Component of Review Process**

In addition to the scored review of the written application (which includes a comprehensive Redesign Plan, a 3-year budget, annual measurable goals and signed assurances), we anticipate conducting rigorous interviews of district and school leaders, with a focus on the redesign teams, as an additional component of the application and review process. Depending on the quality of applications received, districts will be invited to these interviews if the review score of their grant application is at least 74 out of 112 points with all components completed. A potential 16 points could be awarded in the interview process, which would render a grant application score in the fundable range. ESE will not fund a school that receives a score of 7 or below (out of a possible score of 16) on the interview. As indicated in the timeline below, these interviews will take place in April 2014.

For each application that meets the interview threshold, we would invite a district team and a school team. The

district team would likely include: (1) the Superintendent (or designee); (2) a member of the School Committee; and (3) and the district leader responsible for coordinating the implementation of school redesign efforts. The school team would likely include up to five individuals: (1) the Principal (or designee); (2) two members of the school's redesign team; (3) the administrator(s) responsible for coordinating and managing school redesign effort; and (4) teachers or other individuals (e.g., parents, students) that can speak to the willingness of the school to engage in the proposed redesign effort.

During the interview, the district and school team will be asked to present a brief 15-minute summary of the Redesign Plan, and then respond to a set of standard questions and others that address areas in the proposal that the review team identified as needing clarification or additional detail. A District and School Interview scoring rubric will be used during the interview process (see Appendix F). The focus of the interview is to collect evidence that district and school leaders (a) understand the needs of identified schools and barriers to successful implementation of proposed intervention models, (b) display a demonstrated urgency and willingness to engage in the hard work needed to dramatically change and improve identified schools and (c) demonstrate a thorough understanding of the proposed strategies and interventions, including the actions (e.g., policy actions, changes in structures, changes in behavior and culture, and additional initiatives) that need to occur for the district and school redesign efforts to be successful. A complete interview record will be prepared and maintained as part of the district and school's grant application folder.

**Timeline for LEA applications for Priority schools (Planned)**

| Action   | Date                |
|--|---------------------|
| LEA application for Priority Schools officially made available to eligible districts | February 2014       |
| ESE technical assistance to support grant application development                    | March 2014          |
| LEA application submission deadline  | March 26, 2014      |
| ESE application review:<br>- Reviewer evaluation of written proposals                | March-April 2014    |
| Interviews with district and school leaders  | April 2014          |
| ESE announces SIG awards   | May 2014            |
| <b>FY12 and FY13 SIG funds made available to LEA grantees – Pre-Implementation</b>   | <b>July 1, 2014</b> |
| FY12 and FY13* SIG funds made available to LEA grantees – Full Implementation        | September 1, 2014   |
| Approved LEA grant applications and summary of grant awards posted on ESE website    | August 2014         |

**\*FY13 funds will be used to fund all three years of Cohort V awards**

The dates by which schools will begin to receive awarded SIG funds for school year 2014-2015 are July 1, 2014 for those schools that successfully apply for pre-implementation funds, and September 1, 2014 for full implementation. It is important to note that seven of the nine schools eligible to apply for SIG this year have what we call Bridge Grant funding that they can use for the same purposes as in SIG pre-implementation

through June 30, 2014. Two of the nine eligible schools (Kiley Middle School in Springfield and E. Greenwood Elementary in Boston) have previously received three years of SIG funding in prior awards.

**D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.**

(1) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

ESE will make SIG renewal decisions based on two criteria: passing score on the [SRG Renewal Application](#) (see Appendix G) which is built off an annual external review and findings report of the school, and [progress on student performance data](#).

**School Redesign Grant Renewal Application Process**

The School Redesign Grant (SRG) Renewal Application process is an important component of the Department of Elementary and Secondary Education’s (ESE) implementation of the SRG program. Each spring, ESE runs an annual SRG Renewal application and review process. The renewal process has dual goals: (1) to provide an opportunity for districts and schools to reflect upon successes and challenges of the past year and describe strategies planned to be implemented in the coming school year and (2) to formally review the progress of SRG-funded schools in reference to stated goals and implementation benchmarks to determine funding for Years 2 and 3 of the grant. The SRG Renewal Application Process is focused on the following questions:

- What worked and what didn’t work (and how do you know)?
- Given this analysis, what changes will be implemented for the coming year?

All SRG schools are eligible to participate in a Monitoring Site Visit (MSV) to support them in the implementation of their School Redesign Plan using SRG funding (see Appendix I). The MSVs are part of a standardized, external assistance process that has been developed and is coordinated by ESE that SRG recipients can opt to participate in using a set amount of their SRG award each year. Districts will be provided this option in the LEA application that is submitted to ESE via a checkbox in the Budget Workbook that reads “The district opts to participate in the Monitoring Site Visit process for each awarded school in this Budget Workbook. If the district opts to participate, please include an additional \$21,500 per school into contractual services. All school and district Monitoring Site Visit Reports should be sent to ESE once final.” While termed Monitoring Site Visits, or MSVs, the intent of the visits is to provide technical assistance and benchmarking for schools and districts to assess their progress in their turnaround efforts, not a technical review of meeting federal SIG requirements. SRG Renewal Applicants are encouraged to use the findings of the MSV report, or other similar site visit process, in their SRG Renewal Applications.

**The SRG Renewal Application requires two parts – a School Submission and District Submission.**

**School Submission:** The School Submission is divided in to three sections: School Successes and Challenges,

Focus on Two School Priority Areas for Improvement, and FY14 Budget and Sustainability. Each section will be scored according to the Scoring Rubric. It important to note that schools are expected to provide examples, data, and evidence to support each response.

**School Successes and Challenges:** This section is intended for schools to identify and summarize accomplishments and challenges over the past year based on evidence (data and observations). School and district teams are encouraged to respond to the prompts as a means to provide a “big picture” overview of the school’s redesign efforts in the previous school year.

**Focus on Two Priority Areas for Improvement:** In this section, schools should first identify two (2) Priority Areas for Improvement that the school has struggled with during the previous year. The questions in this section are intended to provide an opportunity for school teams to engage in an exploration of data and evidence to determine what worked in this Priority Area for Improvement, what did not work, and what specific steps and strategies the school will employ in the coming year to improve in this critical area of redesign work.

School teams can assess all collective data and evidence relative to its turnaround progress in the previous school year and identify the two areas where it faces the most significant challenges to select the two Priority Areas for Improvement. These two Priority Areas for Improvement may or may not directly align with the areas identified in the Monitoring Site Visit (MSV) prioritization session. Regardless of the selection process, the two areas chosen should be those that the school team views as its most significant barriers to successful turnaround, and should be aligned to the Priority Areas for Improvement identified in the school’s original Redesign Plan.

**FY14 Budget and Sustainability:** In addition to specific prompts in the Renewal Budget Workbook, the three questions in this section are intended to address spending in the previous year and to focus the school and district on preparing for the eventual end of School Redesign Grant funding. Regardless of where a school is in its implementation timeline (Year 2 or 3) it should be working to develop a focused, strategic plan to address the sustainability of turnaround efforts accomplished through the grant.

**District Submission:** The prompts in this section are intended for district teams to identify, articulate, and communicate which district systems effectively supported school turnaround and which district systems may need to be refined, revised, or added to more effectively support rapid school improvement. Districts are also asked to specifically address how it differentiates support to its most struggling schools, and to articulate its plans to support turnaround sustainability efforts of its schools.

### **SRG Renewal Review Process**

Similar to our review process for original applications, SRG Renewal Applications are reviewed by three-person teams (two internal, one external) according to a rubric (see Appendix G). Review teams agree on a common score for each application. Applicants are expected to obtain a total score of at least 60 out of 100 points on the rubric. Upon completion of the review process, applicants receive specific feedback from the review teams for each school and district submission with their renewal determination.

### **Progress on Student Performance Data**

All SRG Renewal awards are contingent upon making progress towards each school’s student performance Measureable Annual Goals (MAGs). In February 2012 Massachusetts received flexibility from certain No Child Left Behind (NCLB) components, replacing Adequate Yearly Progress (AYP) measures with the state’s new

100-point cumulative Progress and Performance Index (PPI) metric. (See Massachusetts's approved Flexibility Request at <http://www2.ed.gov/policy/eseaflex/approved-requests/ma.pdf>.) SRG-recipient schools' are expected to progress toward meeting a cumulative PPI of 75 or higher for all students and for each subgroup by the end of the third year of their Redesign Plan. When ESE identifies a school not making progress towards their student performance targets and a low SRG Renewal Application score, termination of funding is considered.

(2) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

N/A

(3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.

In addition to the SRG Renewal Process and monitoring progress towards meeting student performance targets, ESE's Office of District and School Turnaround uses other forms of assistance and support that allow us to **monitor for compliance with SIG requirements and to** identify SIG implementation challenges quickly and provide technical and adaptive assistance through the grant period.

For schools and districts opting to participate in Monitoring Site Visits, we review those reports for implementation fidelity. Also, as part of ESE's assistance to districts under the Framework for District Accountability and Assistance (see <http://www.doe.mass.edu/sda/framework/default.html>), each district with priority schools is provided an ESE Liaison. The liaisons are charged with working closely with each district's priority schools and through that work they identify and triage Redesign Plan implementation challenges with both school and district leadership. And finally, as part of the Accountability function of the Framework, many of the districts with priority schools receiving SRG funds are required to have an Accelerated Improvement Plan (AIP) and a monitor. This process also supports our efforts in identifying school turnaround/SRG **compliance and/or** implementation challenges, and allows us to offer necessary supports to districts and schools in overcoming those challenges.

(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

In the event that there are more fundable applications than funds available, grants may be awarded in this priority order:

- Priority (Level 4) schools scoring highest on the grant scoring rubric that have not previously receiving SIG funds
- Priority (Level 4) schools that have not previously received SIG funds
- Priority (Level 4) schools scoring highest on grant scoring rubric

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is

requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

N/A

(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.

If ESE were to take over a priority school receiving this round of funding it would likely implement the Restart model. The data on which these decisions would be made will be available in fall 2014.

(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.

All SRG schools are eligible to participate in a Monitoring Site Visit (MSV) to support them in the implementation of their School Redesign Plan using SIG funding (see Appendix I). The MSVs are part of a standardized, external assistance process that has been developed and is coordinated by ESE that SRG recipients can opt to participate in using a set amount of their SIG award each year. Districts will be provided this option in the LEA application that is submitted to ESE via a checkbox in the Budget Workbook that reads "The district opts to participate in the Monitoring Site Visit process for each awarded school in this Budget Workbook. If the district opts to participate, please include an additional \$21,500 per school into contractual services. All school and district Monitoring Site Visit Reports should be sent to ESE once final." While termed Monitoring Site Visits, or MSVs, the intent of the visits is to provide technical assistance and benchmarking for schools and districts to assess their progress in their turnaround efforts, not a technical review of meeting federal SIG requirements.

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

**E. ASSURANCES: The SEA must provide the assurances set forth below.**

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.

Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.

If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable.

Report the specific school-level data required in section III of the final SIG requirements.

**F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.**

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

MA ESE reserved 5 percent (\$2,934,572) of our combined FY09 (\$9,017,161) and ARRA (\$49,674,274) school improvement funds. From our FY10 allocation of \$8,023,626, MA ESE reserved 5 percent (\$401,181). From our FY11 allocation of \$7,873,767, we reserved 5 percent (\$393,688). From our FY12 allocation of \$7,238,298, we reserved 5 percent (\$361,915). From our FY13 allocation of \$7,210,573, again we intend to reserve 5 percent (\$360,529).

| School Year<br>(state fiscal year) | Amount<br>(Anticipated) | Primary Uses  |
|------------------------------------|-------------------------|---|
| 2010-11 (FY11)                     | \$1,467,286             | <ul style="list-style-type: none"> <li>ESE Personnel - Grant monitoring; oversight and renewal</li> <li>Technical assistance and support</li> <li>Evaluation – Year 1 (Cohort 1)</li> </ul>                       |
| 2011-12 (FY12)                     | \$1,467,286             | <ul style="list-style-type: none"> <li>ESE Personnel – Grant monitoring; oversight and renewal</li> <li>Technical assistance and support</li> <li>Evaluation – Year 2 (Cohort 1) and Year 1 (Cohort 2)</li> </ul> |
| 2012-13 (FY13)                     | \$401,181               | <ul style="list-style-type: none"> <li>ESE Personnel – Grant monitoring; oversight and renewal</li> <li>Technical assistance and support</li> <li>Evaluation – Year 3 (Cohort 1) and Year 2</li> </ul>            |

|                  |           |  |
|------------------|-----------|--|
|                  |           | (Cohort 2)   |
| 2013-14 (FY14)   | \$393,688 | <ul style="list-style-type: none"> <li>• ESE Personnel – Grant monitoring; oversight and renewal</li> <li>• Technical assistance and support</li> <li>• Evaluation – Year 4 (Cohorts 2 and 3)</li> </ul> |
| 2014-15 (FY15)   | \$361,915 | <ul style="list-style-type: none"> <li>• ESE Personnel – Grant monitoring; oversight and renewal</li> <li>• Technical assistance and support</li> <li>• Evaluation – Year 5 (Cohorts 3 and 4)</li> </ul> |
| 2015-2016 (FY16) | \$360,529 | <ul style="list-style-type: none"> <li>• ESE Personnel – Grant monitoring; oversight and renewal</li> <li>• Technical assistance and support</li> <li>• Evaluation – Year 6 (Cohorts 4 and 5)</li> </ul> |

Overall, the SEA reservation will help support state administration, oversight and evaluation of grant-funded activities. The funds will support a portion of school improvement grant program staff salaries, administrative costs and state-level school intervention activities (technical assistance). These funds, along with state appropriations for targeted assistance to low performing schools, will provide for program expenses associated with state-level coordination and participant networking activities.

One key position supported by these set-aside funds will be the Project Manager for School Redesign Grants in the Office of District and School Turnaround. This position will develop and implement policies, processes and practices to lead the Department’s implementation of SIG funds. This position will support comprehensive turnaround efforts and address the barriers to improved student performance; manage the LEA application process and annual SRG Renewal process; ensure that all SIG funded schools receive frequent, dedicated support and feedback on their turnaround initiatives; monitor schools and districts in their implementation of SIG funds; and coordinate the distribution of federal school improvement funds and the deployment of turnaround partners.

ESE technical assistance in the early stages will help districts analyze the needs of individual schools and match them with the appropriate intervention model and support qualitative school review processes to gain insight into the causes of low performance in each school; assess the root cause of failure and internal capacity to turn the school around. ESE provides tool kits and research packets to district officials and school-level leaders on how to implement and sustain school redesign models.

*Evaluation*

The Office of District and School Turnaround in partnership with ESE's Office of Strategic Planning, Research and Evaluation consults with external evaluators to conduct comprehensive evaluations of the implementation, impact and outcomes of LEA school intervention activities, efforts and models in Tier I, Tier II and priority schools that are awarded these grant funds. See Appendix M for Evaluation Plan.

**G. CONSULTATION WITH STAKEHOLDERS**

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

[See Appendix J](#)

**H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.**

Massachusetts requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

**Waiver 1: Tier II waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

**Waiver 2: n-size waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than [Please indicate number].

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in

each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

**Waiver 3: Priority schools list waiver**

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of “priority schools” in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State’s lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

**Waiver 4: Period of availability of FY 2013 funds waiver**

**Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

**WAIVERS OF LEA REQUIREMENTS**

Massachusetts requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant. The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, or Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

**Waiver 5: School improvement timeline waiver**

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.**

**Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-**

**2014 school years cannot request this waiver to “start over” their school improvement timeline again.**

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014–2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Waiver 6: Schoolwide program waiver**

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.**

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site)

and has attached a copy of, or link to, that notice.

See Appendix K and Appendix L.

## PART II: LEA APPLICATION

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

See Appendices B, C, D, E and F for the complete LEA application for SIG funding in Massachusetts. These LEA Application documents require districts to submit information in parts A, B and C below, as well as additional information that are aligned to our state's Accountability and Assistance Framework. As previously stated, Massachusetts refers to the SIG competitive grant process as the School Redesign Grant (SRG.) Through the SRG application process, ESE consolidates and integrates federal grant and state statutory requirements in order to create an aligned planning and school redesign process for districts with Level 4/Priority schools. The Redesign Plan Submission Requirements integrate the federal and state legislative requirements with the state's Accountability and Assistance Framework, and serves as the narrative component of a district's application on behalf of eligible persistently lowest achieving schools for SRG funds. Districts and schools are required to submit highly ambitious and detailed plans in order to be eligible for SIG funds. Through four previous cohorts of SRG competitions, we have seen evidence that schools with well written plans and Implementation Timelines and Benchmarks are more likely to be successful in achieving dramatic results for students.

The Redesign Plan includes the following sections, which must be completed and submitted in order to apply for a school redesign grant:

- I. **Executive Summary:** an overview of the district's overall plan for school redesign. (Appendix B)
- II. **District-Level Redesign:** a description of district-level strategies, resources, and use of policy options to support and monitor the implementation of school-level redesign efforts. (Appendix B)
- III. **School-Level Redesign:** a narrative that describes the key issues and priority areas for improvement to be addressed by the school, the intervention model to be used, the key strategies, aligned with the conditions for school effectiveness, that will be used to accelerate improvement, and the monitoring system to be used to assess progress. (Appendix B)
- IV. **Implementation Timeline and Benchmarks:** a listing of implementation benchmarks, aligned with the priority areas for improvement and related strategies, that will be used to track and monitor progress throughout the course of the redesign effort and the 3-year redesign timeframe. (Appendix C)
- V. **Measurable Annual Goals:** measurable annual goals are the standard for monitoring implementation of redesign efforts, renewal of federal grant funds, and exiting Level 4 status. (Appendix E)
- VI. **Budget:** a detailed budget with narrative for how the district proposes to expend SRG funds. (Appendix D)

### LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier I, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

LEAs provide information that meets this requirement in the Budget section of the LEA application (Appendix D).

| SCHOOL NAME | NCES ID # | PRIORITY (if applicable) | TIER I | TIER II | TIER III | INTERVENTION (TIER I AND II/PRIORITY ONLY) |         |         |                |
|-------------|-----------|--------------------------|--------|---------|----------|--|---------|---------|----------------|
|             |           |                          |        |         |          | turnaround                                 | restart | closure | transformation |
|             |           |                          |        |         |          |  |         |         |                |
|             |           |                          |        |         |          |  |         |         |                |
|             |           |                          |        |         |          |  |         |         |                |
|             |           |                          |        |         |          |  |         |         |                |

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

- (1) For each Tier I and Tier II school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.

On page 9 of the SRG Redesign Plan Submission Requirements document (Appendix B) applicants must provide evidence that they conducted a robust and thorough analysis of data that includes stakeholder input on the strategies and interventions chosen to support dramatic improvement in the school with SRG funds. Also, on pages 4 through 7 of the same document, districts are required to submit details of how they analyzed the needs of each school, including but not limited to instructional programs, school leadership (page 6) and school infrastructure. Through the district and school submission sections, LEAs are required to provide evidence that the interventions chosen for each school align to their needs assessment.

- (2) The LEA must ensure that each Tier I and Tier II school, or each priority school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

This requirement is met on the “LEA Level Budget” tab in the SRG Budget Workbook (Appendix D).

- (3) The LEA must describe actions it has taken, or will take, to—
- Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected;
  - Design and implement interventions consistent with the final requirements of the turnaround model,

restart model, school closure, or transformation model;

- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
- Sustain the reforms after the funding period ends.

Each of these requirements is met through pages 5-7 in the SRG Redesign Plan Submission Requirements (Appendix B).

- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA's application.

This requirement is met through the Implementation Timelines and Benchmarks section of the School Redesign Grant Application (Appendix C).

- (5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-
- Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and,
  - Measuring progress on the leading indicators as defined in the final requirements.

This requirement is met through the Measureable Annual Goals section of the School Redesign Grant Application (Appendix E) and through pages 14-15 of the SRG Redesign plan Submission Requirements (Appendix B).

Please note that Appendix E is for schools designated as Level 4 in the 12-13 school year. The updated 13-14 version was not complete at the time of this submission, but will be updated with all newly eligible SRG schools and target years by the time of the SRG competition in spring 2014. All other components of the submitted Appendix E will remain the same in the updated version.

- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

Since Massachusetts is requesting to use its priority schools list for SIG eligibility, LEAs will not be serving Tier III schools with SIG funding.

- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

Since Massachusetts is requesting to use its priority schools list for SIG eligibility, LEAs will not be serving Tier III schools with SIG funding.

- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.

This requirement is met through page 10 of the SRG Redesign Plan Submission Requirements (Appendix B).

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school, or each priority school, it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school, or priority school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools or priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Please see Appendix D – SRG Budget Workbook.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

**Example:**

| LEA XX BUDGET        |                    |                              |                    |                    |                     |
|----------------------|--------------------|------------------------------|--------------------|--------------------|---------------------|
|                      | Year 1 Budget      |                              | Year 2 Budget      | Year 3 Budget      | Three-Year Total    |
|                      | Pre-implementation | Year 1 - Full Implementation |                    |                    |                     |
| Tier I ES #1         | \$257,000          | \$1,156,000                  | \$1,325,000        | \$1,200,000        | \$3,938,000         |
| Tier I ES #2         | \$125,500          | \$890,500                    | \$846,500          | \$795,000          | \$2,657,500         |
| Tier I MS #1         | \$304,250          | \$1,295,750                  | \$1,600,000        | \$1,600,000        | \$4,800,000         |
| Tier II HS #1        | \$530,000          | \$1,470,000                  | \$1,960,000        | \$1,775,000        | \$5,735,000         |
| LEA-level Activities | \$250,000          |                              | \$250,000          | \$250,000          | \$750,000           |
| <b>Total Budget</b>  | <b>\$6,279,000</b> |                              | <b>\$5,981,500</b> | <b>\$5,620,000</b> | <b>\$17,880,500</b> |

**D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

The LEA must assure that it will—

Through the SRG Submission Requirements (Appendix B) LEAs applying for SRG funding assure that they will meet all 6 of these requirements. Specific reference is provided below of where each requirement can be found. LEAs are also required to submit a signed Assurances and Waiver document (see Appendix B, page 27) as part of the SRG application process.

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements;

This requirement is met through pages 4-7 in the SRG Redesign Plan Submission Requirements (Appendix B).

- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

This requirement is met through the Measureable Annual Goals section of the School Redesign Grant Application (Appendix E).

- (3) If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

This requirement is met through the SRG Redesign Plan Submission Requirements (Appendix B), pages 2, 24 and 25.

- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

This requirement is met through the SRG Redesign Plan Submission Requirements (Appendix B), pages 6 and 7.

- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,

This requirement is met through the SRG Redesign Plan Submission Requirements (Appendix B), page 7 and through the SRG Annual Renewal Process (Appendices G and H).

- (6) Report to the SEA the school-level data required under section III of the final requirements.

This requirement is met through the SRG Redesign Plan Submission Requirements (Appendix B), pages 14 and 15.

**E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

- Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

# Continuation Awards Only Application for Fiscal Year (FY) 2013 School Improvement Grants (SIG) Program

In the table below, list the schools that will receive continuation awards using FY 2013 SIG funds:

| LEA NAME   | SCHOOL NAME | COHORT # | PROJECTED AMOUNT OF FY 13 ALLOCATION |
|--|-------------|----------|--------------------------------------|
|  |             |          |                                      |
|  |             |          |                                      |
|  |             |          |                                      |
|  |             |          |                                      |
| <b>TOTAL AMOUNT OF CONTINUATION FUNDS PROJECTED FOR ALLOCATION IN FY 13:</b> |             |          |                                      |

In the table below, list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds as well as noting the explicit reason and process for reallocating those funds (e.g., reallocate to rural schools with SIG grants in cohort 2 who demonstrate a need for technology aimed at increasing student literacy interaction).

| LEA NAME                                | SCHOOL NAME | DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED | AMOUNT OF REMAINING FUNDS |
|---|-------------|---|---------------------------|
|   |             |   |                           |
|   |             |   |                           |
|   |             |   |                           |
|   |             |   |                           |
| <b>TOTAL AMOUNT OF REMAINING FUNDS:</b> |             |   |                           |

### **School Improvement Grants (SIG) Program FY 2013 Assurances**

By submitting this application, the SEA assures that it will do the following (check each box):

- Use FY 2013 SIG funds solely to make continuation awards and will not make any new awards<sup>2</sup> to its LEAs.
- Use the renewal process identified in [State]’s most recently approved SIG application to determine whether to renew an LEA’s School Improvement Grant.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Report the specific school-level data required in section III of the final SIG requirements.

**By submitting the assurances and information above, [State] agrees to carry out its most recently approved SIG application and does not need to submit a new FY 2013 SIG application; however, the State must submit the signature page included in the full application package (page 3).**

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<sup>2</sup> A “new award” is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New awards may be made with the FY 2013 funds or any remaining SIG funds not already committed to grants made in earlier competitions.



# School Improvement Grants Application

Section 1003 (g) of the Elementary and Secondary Education Act  
Federal Fiscal Year 2013

## Appendices

11/15/13 Application Submission

| <b>APPENDIX</b> | <b>DOCUMENT</b>   |
|-----------------|---|
| A               | Schools Eligible for FFY 2013 SIG Funds & Schools Served with FFY 2009 through FFY 2012 SIG Funds |
| B               | LEA Application – School Redesign Grant Plan Requirements   |
| C               | LEA Application – School Redesign Grant Implementation Timelines and Benchmarks Template          |
| D               | LEA Application – School Redesign Grant Budget Workbook   |
| E               | LEA Application – School Redesign Grant Measureable Annual Goals (MAGs) Workbook                  |
| F               | LEA Application – School Redesign Grant Scoring Rubric  |
| G               | LEA Application – Annual School Redesign Grant Renewal Application                                |
| H               | LEA Application – Annual School Redesign Grant Renewal Budget Workbook                            |
| I               | Monitoring Site Visit (MSV) Protocol  |
| J               | Consultation E-mail to Committee of Practitioners   |
| K               | Online Posting - Notice of Intent to Apply for Waiver   |
| L               | Notice of Intent to Apply for Waiver - Comments Received  |
| M               | School Redesign Grant Evaluation Overview   |

**TABLE A: SCHOOLS ELIGIBLE FOR FFY 2013 SIG FUNDS***Total = 9*

| LEA Name        | MA District Cod | LEA NCES ID# | School Name                        | MA School Code | Sch NCES ID# | Priority | Tier I | Tier II | Tier III | Grad Rate |
|-----------------|-----------------|--------------|------------------------------------|----------------|--------------|----------|--------|---------|----------|-----------|
| Boston          | 00350000        | 2502790      | John Winthrop                      | 00350180       | 250279000270 | X        |        |         |          |           |
| Boston          | 00350000        | 2502790      | William Ellery Channing            | 00350360       | 250279000338 | X        |        |         |          |           |
| Boston          | 00350000        | 2502790      | Elihu Greenwood Leadership Academy | 00350094       | 250279000229 | X        |        |         |          |           |
| Fall River      | 00950000        | 2504830      | Samuel Watson                      | 00950145       | 250483000677 | X        |        |         |          |           |
| New Bedford     | 02010000        | 2508430      | New Bedford High                   | 02010505       | 250843001336 | X        |        |         |          |           |
| Springfield     | 02810000        | 2511130      | Milton Bradley School              | 02810023       | 251113000896 | X        |        |         |          |           |
| Springfield     | 02810000        | 2511130      | High School/Science-Tech           | 02810530       | 251113000901 | X        |        |         |          |           |
| Springfield     | 02810000        | 2511130      | M Marcus Kiley Middle              | 02810330       | 251113002602 | X        |        |         |          |           |
| Athol-Royalston | 06150000        | 2502160      | Riverbend-Sanders Street School    | 06150020       | 250216000080 | X        |        |         |          |           |

| Newly Eligible |
|----------------|
|                |
|                |
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|                |
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**Massachusetts Department of Elementary and Secondary Education  
School Redesign Grant Cohort V Submission Requirements  
Updated 11-15-2013**

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# School Redesign Grant Requirements Overview

An *Act Relative to the Achievement Gap* signed into law in January 2010 established new processes and intervention powers for improving the performance of the lowest performing schools in the state. The U.S. Department of Education is also providing a new infusion of federal School Improvement Grant (SIG) funds (under Section 1003(g) of the Elementary and Secondary Education Act) to support this work. Massachusetts refers to this competitive grant process as the School Redesign Grant (SRG.) ESE is consolidating and integrating federal grant and state statutory requirements in order to create an aligned planning and school redesign process for districts with Level 4/Priority schools. ***The Redesign Plan template integrates the federal and state legislative requirements with the state's Accountability and Assistance Framework, and serves as the narrative component of a district's application on behalf of eligible persistently lowest achieving schools for SRG funds.***

The Redesign Plan includes the following sections, which must be completed and submitted in order to apply for a school redesign grant:

- I. **Executive Summary:** an overview of the district's overall plan for school redesign.
- II. **District-Level Redesign:** a description of district-level strategies, resources, and use of policy options to support and monitor the implementation of school-level redesign efforts.
- III. **School-Level Redesign:** a narrative that describes the key issues and priority areas for improvement to be addressed by the school, the intervention model to be used, the key strategies, aligned with the conditions for school effectiveness, that will be used to accelerate improvement, and the monitoring system to be used to assess progress.
- IV. **Implementation Timeline and Benchmarks:** a listing of implementation benchmarks, aligned with the priority areas for improvement and related strategies, that will be used to track and monitor progress throughout the course of the redesign effort and the 3-year redesign timeframe.
- V. **Measurable Annual Goals:** measurable annual goals are the standard for monitoring implementation of redesign efforts, renewal of federal grant funds, and exiting Level 4 status.
- VI. **Budget:** a detailed budget with narrative for how the district proposes to expend SRG funds.

**Note regarding the Restart Model:** If a district opts to submit an application for a Restart Model it **must** complete *Appendix D: Required Section for Restart Applications* and include a signed copy when the full application is submitted to ESE.

**Note regarding the School Closure model:** If a district opts to close an eligible school using the federal "School Closure" model, it may apply for SRG funding to pay certain reasonable and necessary costs associated with the closure. In this case, the district does not need to complete sections III, IV, and V of the proposal. Justification for closure costs should be provided within the narrative section contained within the budget workbook.

## Format and Submission Requirements

The Redesign Plan must:

- Be prepared within a word-processing program and printed on plain, 8 ½ x 11" size paper that is suitable for reproduction. Three ring binders will not be accepted;
- Contain one-inch margins and use 11-point font, or larger;
- Include a Table of Contents that includes attachments and appendices; and
- Include page numbers in the bottom right hand corner of each page, including attachments

The Executive Summary and District-Level Redesign components are limited to 20 pages of text total. The School-Level Redesign component for each is limited to 30 pages of text. The Implementation Timeline and Benchmarks, Measurable Annual Goals, Budget, and any additional appendices or attachments that the district may want to include are not counted toward these page limits.

# I. Executive Summary

**Instructions**

Provide an overview (no-more than two pages) of the district's overall plan for school redesign. The executive summary should be suitable for sharing with the general public, including essential stakeholders such as families, students, and school-level educators. The executive summary should provide a vision for what the district and school will look like in three years, from the perspective of students and adults, and highlight the key priorities and strategies that will be used to engage in successful turnaround.

## II. District-Level Redesign

### Instructions

The district must demonstrate that it has the capacity to plan for, implement, monitor, and sustain school-level redesign efforts, including using SRG funds to provide adequate resources and related support at identified schools in order to effectively implement the required activities of the school intervention model it has selected. *A district that applies for SRG funding must serve each of its applicant Priority schools using one of the four federal school intervention models—Turnaround<sup>1</sup>, Restart, Closure, or Transformation.*

The district-level redesign section of the narrative includes six parts:

1. Analysis of key district needs and challenges related to school turnaround
2. Key strategies and theory of action
3. District redesign and planning
4. Policies and strategies to support school-level redesign
5. District systems for supporting and monitoring implementation
6. District systems implementation benchmarks

Please complete each part of the district-level redesign narrative, following the instructions included in each part.

### District-Level Redesign Narrative

- 1. Analysis of key district needs and challenges:** Provide a description of the district’s core challenges and issues related to turning around the school(s), based on data and the district’s assessment of its current systems and policies for supporting underperforming schools.

In the description of your baseline data and needs analysis:

- a. Describe how the district examined and analyzed multiple sources of data (e.g., MCAS, growth, other achievement data, perceptual and behavioral data, and Conditions for School Effectiveness self-assessment results) by sub-groups, grades, and other categories to identify explanations for achievement outcomes and to identify patterns in the data.
- b. Describe the core issues of academic concern (e.g., the performance of students in particular subject areas, in certain grades, among certain populations of students) that were determined through data analysis. Describe and provide data for those areas where schools and/or significant groups of students are achieving below standard and/or that show student achievement is flat or has declined over time. For high schools, this should include a specific analysis regarding off-track (for graduation) and out-of-school youth.
- c. Describe how the district developed hypotheses and identified possible causes for academic concerns. What are the questions that the district used to investigate observable patterns in

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<sup>1</sup> **A note on the term “turnaround”:** The U.S. Department of Education uses the term “Turnaround” as the name for one of the four required intervention models that must be implemented to receive federal SIG funding. Massachusetts state law uses the term “turnaround plan” which generally refers to a plan created to intervene in the state’s lowest-achieving schools. In this document, the term “Redesign Plan” refers to the general “turnaround plan” specified in state law; the term “Turnaround” refers to the specific federal intervention model.

the data? What are the district's hypotheses about the possible reasons for the observed patterns and trends?

2. **Key strategies and theory of action:** Describe the district's approach to turning around underperforming schools, the theory of action guiding district efforts, and the key district strategies that will assist and support turnaround efforts of identified schools.
3. **District redesign and planning:** Provide a brief description of the district's planning and decision-making process, including descriptions of teams or working groups and stakeholder groups involved in the planning process. In the narrative, please:
  - a. Describe the *overall structure of the district's redesign planning and decision-making process*, including the composition of district-level and school-level redesign teams, the identity and credentials of key team members, how often teams meet and interact, and the process by which decisions were or will be made.
  - b. Describe how the district used district- or school-level teams (e.g., working groups, redesign teams) *to select the intervention model for each school*.

***Specific Instructions for Part 4 (a-e):***

*Level 4 districts and districts with Level 4 schools are encouraged to use this portion of the narrative (specifically, 4a) to list and briefly describe the changes in policy and strategies that are listed in relevant planning documents (e.g., existing Level 4 Turnaround Plan or a Level 4 District Plan [Accelerated Improvement Plan].) As you list each key change in policy, strategy, or use of resources, please briefly describe how the change will directly support redesign efforts in identified schools.*

***Addressing the Federal Requirements:***

*Federal requirements stipulate that districts selecting the Turnaround or Transformation intervention models implement specific strategies, as listed in Appendix A, Federal Requirement Checklist. Districts are responsible for addressing each of the federal requirements. **If your narrative response to 4a does NOT directly address the policy issues listed in 4b, 4c, 4d, and 4e, then please provide a narrative response to these items that describes how the district will address the federal requirements and use these strategies to support school-level redesign efforts.***

**Note:** If the district chooses to implement a Restart Model in a school, it **must** complete Appendix D: Required Section for Restart Applications and include a signed copy when the full application is submitted to ESE.

4. **Policies and strategies to support school-level redesign:** Describe the changes in policy and use of strategies and resources that will be employed to support school-level redesign efforts.
  - a. Please list the *key changes in policy, strategies, and use of resources* and describe how the policy, strategy, or use of resources will directly support school-level redesign efforts. In your narrative, please discuss:
    - i. District policies and practices that currently exist that may promote or impede the implementation of proposed plans;
    - ii. Modifications and changes in policy, strategies, and use of resources that will enable the school(s) to fully implement the selected intervention model(s) and related strategies; and

- iii. Potential implications of the changes in policy on component schools and how the district will ensure that other schools are not adversely impacted by changes to the policies and practices.
- b. **School redesign leadership pipeline:** Describe the actions that the district has taken or will take to recruit, screen, select and place—through both internal staff development and external recruitment—effective principals, teacher leaders, and teachers who have the experience, skill, and expertise needed to implement the selected intervention model.
- i. State whether or not a new principal has been selected to lead the school-level redesign effort and provide evidence that the principal (new or existing) has the necessary competencies and experience to lead a successful redesign effort. Please provide data demonstrating that the new or current principal has a successful and demonstrated track record of improvement in other schools or in another district (please include student performance data from previous school(s)). If a new principal has yet to be chosen, describe how the district will ensure that a leader is chosen that meets the criteria of this section.
  - ii. For districts using the TURNAROUND MODEL: describe how the district will use locally developed competencies to measure the effectiveness of staff, including screening all existing staff and rehiring not more than 50 percent of the staff from the previous year.
- c. **External partner’s pipeline**<sup>2</sup>: If applicable, describe how the district will recruit, screen, and select external providers with the requisite quality and expertise necessary to support and provide assistance to the district or to schools in implementing redesign plans. If the district has identified external providers who will assist it in implementing the intervention models, provide the credentials, experiences, and qualifications of the provider for the relevant task.
- d. **Educator evaluation and teacher incentives:** Describe the policies and strategies that the district will use to adopt, adapt, or revise the state’s educator evaluation framework to evaluate educator effectiveness as it relates to the school(s). Describe how the district will identify and reward leaders, teachers and other staff who improve student achievement and participate in opportunities to improve professional practice.
- e. **Extended learning time**<sup>3</sup>: Describe how the district will increase the school year or the school schedule to increase learning time for students in core academic subjects and other subjects, and to increase opportunities for teachers to collaborate and plan together. Include a description of the professional development and/or additional planning time staff will receive in order to maximize the use of additional learning time.
5. **District Systems for supporting, monitoring, and sustaining implementation:** Provide a detailed description of the district’s systems and processes for ongoing planning, support, and monitoring the implementation of planned redesign efforts and how the district will sustain redesign efforts beyond SRG funding.

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<sup>2</sup> Districts are encouraged, but not required, to partner with external providers. If a district is using an external provider(s), the district must submit a narrative response to 4 (c). Districts may reference a tool provided by ESE to hold external partners accountable: <http://www.doe.mass.edu/apa/framework/level4/PipelineToolkit.pdf>

<sup>3</sup> Districts and schools should reference the USED’s Additional LEA Guidance on Increased Learning Time posted with this RFP in Additional Documents

- a. Describe the teaming structures and other mechanisms, such as the use of coordinators, liaisons, coaches, or networking opportunities, to be used to support and monitor implementation of school-level redesign efforts.
  - b. Describe how the district will monitor the implementation of the selected intervention model at each identified school and how the district will know whether planned interventions and strategies are working, or not. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.
  - c. Describe how the district will ensure that the identified school(s) receive ongoing and coordinated technical assistance and related support from the district, the state, or designated external partner organizations. In your narrative, please describe:
    - i. How the district will differentiate assistance and support to schools, including current and potential SRG funded schools; and
    - ii. How the district will formally coordinate the activities of partner organizations (e.g., external providers and other support organizations).
  - d. Provide an overview of how the district will sustain redesign efforts and which policies, strategies, and use of resources contribute to building the capacity of the district and its schools to sustain improvement efforts beyond the three years of the SRG timeline.
6. **District Systems Implementation Benchmarks:** Identify at least two (2) Early Evidence of Change Benchmarks that the district will use to signal that district systems are being implemented, and that the district will use to monitor its own progress in supporting school-level redesign efforts<sup>4</sup>.

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<sup>4</sup> Please refer to the Implementation Benchmark Worksheet (Appendix E) for guidance on developing technical and early evidence of change benchmarks.

### III. School-Level Redesign

#### Instructions

The School-Level Redesign section includes two parts. In **Part A**, please describe the strategic thinking, planning, and data analysis that was used to identify priority areas for improvement and the intervention model (Turnaround, Transformation, or Restart) that will be employed to directly address the priority areas. In **Part B**, provide an explanation of the key strategies to be used within each priority area for improvement, including specific detail on how the school will use and implement strategies and actions aligned with the Conditions for School Effectiveness. The narrative provided in Part B, in combination with **Section IV, Implementation Timeline and Benchmarks**, will serve as the school’s blueprint for redesign efforts.

In order for a district to ensure eligibility for SRG funding, it must ensure that the required additional elements listed for the federal intervention model chosen—Turnaround or Transformation—are addressed in the school-level redesign narrative, if not previously addressed in the Section II, District-Level Redesign.

The school-level redesign section of the narrative includes two parts:

#### **Part A. School-Level Redesign Planning and Setting Priorities**

1. School-level redesign team
2. Baseline data and needs analysis
3. Redesign model
4. Stakeholder support

#### **Part B. Priority Areas for Improvement and Key Strategies**

1. Overview of school redesign
2. Description of priority areas for improvement and key strategies
3. School systems to monitor implementation

Please submit a school-level redesign narrative that addresses each of the listed parts and questions, following the instructions included in each part.

## ***Part A. School-Level Redesign Planning and Setting Priorities***

### **Part A Narrative Response**

1. **School-level redesign team:** Describe the school’s redesign planning and decision-making process, including a description of the structure of the school-level redesign team, the identify and credentials of key team members, how often the team meets, and the process by which decisions were or will be made.
2. **Baseline data and needs analysis:** Provide a detailed and data-based analysis of the needs of the school that assess the current status of the school’s implementation of the Conditions for School Effectiveness. Use the data and needs analysis to identify a set of high-priority issues, linked to the Conditions for School Effectiveness that will be used to drive redesign efforts.

In the description of your baseline data and needs analysis:

- a. Describe how the school examined and analyzed multiple sources of data (e.g., MCAS, growth, other achievement data, perceptual and behavioral data, and Conditions for School Effectiveness self-assessment results) by sub-groups, grades, and other categories to identify explanations for achievement outcomes and to identify patterns in the data.
  - b. Describe the core issues of academic concern (e.g., the performance of students in particular subject areas, in certain grades, among certain populations of students) that were determined through data analysis. Describe and provide data for those areas where significant groups of students are achieving below standard and/or that show student achievement is flat or has declined over time. For high schools, this should include a specific analysis regarding off-track (for graduation) and out-of-school youth.
  - c. Describe how the school developed hypotheses and identified possible causes for academic concerns. What are the questions that the school used to investigate observable patterns in the data? What are the school’s hypotheses about the possible reasons for the observed patterns and trends? Why will these strategies succeed when previous efforts have not?
  - d. List the key priorities for redesign—the *Priority Areas for Improvement*—based directly upon the data analysis and development of hypotheses.
    - i. Determine what the school can change (programs, processes, professional knowledge and skills); what it may influence (behavior, parent involvement, communication); and where it may need to intervene (pre-school, tutorials, parent visits, etc).
    - ii. ***Select a manageable number of key Priority Areas for Improvement (e.g., 3 to 5 priorities) as the focus of school redesign and that will directly attend to the issues and challenges identified in 2b and 2c, above.***
3. **Redesign approach:** Provide a brief description of the approach to school redesign that will be used in the identified school. ***The description must indicate which federal intervention model—Turnaround, Transformation, or Restart—the district will or has already begun to implement in this school.*** Explain why the selected intervention is appropriate for this particular school based on the specific needs identified above. In the description of the approach to school redesign, please:
    - b. Explain why the selected intervention is appropriate for this particular school. (**Note:** If the district has begun implementing, in whole or in part, one of the federal intervention models—Turnaround, Transformation, Restart—within the last two years and wishes to continue or

complete the intervention being implemented, please be sure to describe the actions it has already taken—including replacing the principal—to meet the specified federal requirements.)

- c. Describe how this approach will differ from previous reform efforts at the school. Briefly explain the organizing principles or educational theory of change that will guide the implementation of this particular intervention model and how this differs from what is currently in place at the school.
4. **Stakeholder support:** Describe the interactions the district has had with relevant stakeholders in the development of a redesign plan for each school. Provide evidence, if available, of teachers’ union support with respect to staffing and teacher evaluation requirements in the Turnaround and Transformation models, school committee commitment to eliminate any barriers and to facilitate full and effective implementation of the model, and the support of staff and parents in the school to be served.
- a. **For Level 4 Schools only:** Level 4 schools must summarize the recommendations of the “Local Stakeholder Group” convened by the district superintendent as required by state law.

## ***Part B. Turnaround Priorities and Key Strategies***

### **Instructions**

The response to Part B must provide a detailed description (e.g., your blueprint) of the 3 to 5 **priority areas for improvement** and the corresponding **key strategies** that the district and school will implement in the proposed redesign effort. In the narrative, please provide specific information on how the strategies will be implemented. When describing proposed strategies, districts and schools are asked to link the proposed strategies to the related Conditions for School Effectiveness.

### **Important Notes Regarding the Conditions for School Effectiveness:**

It is expected that the priorities and strategies described in Part B will include efforts to improve and enhance each of the Conditions for School Effectiveness. See Appendix B for a listing of strategies and actions arranged by Condition for School Effectiveness to support writing this section of the Redesign plan.

If one or more of the Conditions for School Effectiveness are not fully addressed by the listed priorities and strategies, please use Appendix C to describe how the school's proposed redesign effort will attend to each condition.

### **Part B Narrative Response**

1. **Overview of school redesign:** Provide a brief narrative overview of the school-level plan that addresses the following questions:
  - a. What will the school look like in three years?
  - b. How will you know?
  - c. What early evidence of change will signal that the school is on the right track before MCAS results are released?
  - d. How will the leadership team communicate and execute the vision for school redesign to students, staff and stakeholders?
2. **Description of priority areas for improvement and key strategies:** Provide a detailed description of the 3 to 5 priority areas for improvement the school will address in the proposed redesign effort and details of the corresponding key strategies that the school will implement, and how the district will support the school in these areas.
  - a. In your response, please explicitly link the district and school **core issues**, as identified in Section 2b to the **priority areas for improvement** and their proposed associated **key strategies**. Your **priority improvement areas**, as identified in Section 2d, and their **key strategies** should be cross-linked to the appropriate **Conditions for School Effectiveness**.

#### Example 1:

**Core issues:** Chronic student absence; high rate of referral; high incidence of long and short term suspensions

**Priority Improvement Area 1:** Address School Climate

**Key Strategy 1:** Implement PBIS program

**Key Strategy 2:** .....

**Related Conditions for School Effectiveness:** Professional Development and Structures for Collaboration; Students' Social, Emotional and Health Needs; and Family-School Engagement

Example 2:

**Core issues:** Weak curricula, inconsistent instruction, and ineffective use of assessment data hinder students from learning at high levels

**Priority Improvement Area 1:** Enhance the rigor of the curricula, improve the effectiveness of instruction, and strengthen the utilization of assessment data;

**Key Strategy 1:** Set clear expectations for outstanding instruction and provide regular high-quality instructional support and coaching to teachers

**Key Strategy 2:** .....

**Related Conditions for School Effectiveness:** Professional Development and Structures for Collaboration; Effective Instruction; Effective School Leadership, Aligned Instruction

3. **School Systems to Monitor and Sustain Implementation:** Provide a detailed description of the school's systems and processes for supporting and monitoring the implementation of planned redesign efforts, including plans on how to sustain the school's improvement efforts.
  - a. Describe the teaming structures or other processes to be used to support and monitor implementation of school-level redesign efforts.
  - b. Provide candid explanations of possible barriers to success and how they will be addressed.
  - c. Describe key practices or strategies that will help to sustain improvement efforts, in light of the described barriers and potential unforeseen obstacles.
  - d. Describe how the school will use the Implementation Timelines and Benchmarks Workbook to monitor redesign efforts and make mid-course corrections.
  - e. Describe how the school will access support systems at the district level to monitor implementation of the school-level redesign plan.

## IV. Implementation Timeline and Benchmarks

### ***Instructions***

*The Implementation Timeline and Benchmarks are to be completed using the Implementation Timeline and Benchmarks Workbook, available as a Microsoft Excel file in the RFP.*

Specific instructions:

1. Using the Implementation Timeline and Benchmark Template (in Microsoft Excel), insert all listed Priority Areas for Improvement and Key Strategies, as describe in Section III of your narrative, into the workbook.
  - Insert the Priority Areas for Improvement in the first tab in the Worksheet
  - Insert the Key Strategies for each Priority Areas for Improvement in the corresponding worksheets (e.g., Priority Area for Improvement #1, #2, and so forth), in the column labeled “Strategies”.
2. In the Priority Areas for Improvement worksheet (the first tab), complete columns c, d, e, and f.
  - What you’re currently seeing: Highlight the key issues and challenges related to the stated Priority Area for Improvement.
  - What you’d like to see (Vision): Provide a brief statement of your vision related to the stated Priority Area for Improvement.
  - Linkages to District Systems of Support: List the district systems (e.g., changes in policies and district strategies) that directly relate to efforts to address the Priority Area for Improvement.
  - Linkages to Conditions for School Effectiveness: List the Conditions for School Effectiveness that are being used and/or addressed in the Priority Area for Improvement.
3. Develop and insert implementation benchmarks—technical benchmarks and early evidence of change benchmarks within each Priority Area for Improvement and for relevant Key Strategies, as determined by the district and school as crucial to implementing planned efforts.
  - Use the worksheet to list each implementation benchmark, how the benchmark will be measured, and an approximate date when it is expected that the benchmark will be achieved and/or assessed.
  - List the expected outcomes for the Priority Area for Improvement, in the Expected Outcomes column. Expected outcomes may reference or include Measurable Annual Goals. **\*\*Note:** It is not expected or required that all measurable annual goals be listed in this format. Please use the Expected Outcomes column to record outcomes that are directly relevant to your work and that relate to the Priority Area for Improvement.
4. Please provide specific dates for when key strategies will be implemented during Year 1 of the redesign effort throughout each Priority Area for Improvement. Please use the Summary Timeline worksheet (the last tab in the workbook) to record whether or not key strategies will be continued through the course of the three-year effort AND to record new strategies that will be implemented during years 2 and 3 of the grant. Detail on implementing strategies in years 2 and 3 is not required as part of the proposal for Year 1 SRG funding.

This document should be used as a tool for your Redesign Team to monitor progress throughout the course of the grant.

Technical support on this portion of the School-Level Redesign Plan can be obtained by contacting Erica Champagne at 781-338-3521 or [echampagne@doe.mass.edu](mailto:echampagne@doe.mass.edu)

## V. Measurable Annual Goals

A district applying for School Redesign funds must describe ambitious-yet-attainable measurable annual goals for student achievement on the Massachusetts Comprehensive Assessment System (MCAS) tests in both English language arts and mathematics that it has established in order to monitor the performance of schools in which it will implement an intervention model.

Applicants should complete the *Level 4 Measurable Annual Goals Template (with Sample Measures)* located in the RFP.

The district and school's performance against these measurable annual goals will be assessed by ESE to determine if sufficient progress has been made to warrant renewal of federal SRG awards to continue implementing a Redesign Plan. All SRG Renewal awards are contingent upon making progress towards each school's student performance Measureable Annual Goals (MAGs).

In February 2012 Massachusetts received flexibility from certain No Child Left Behind (NCLB) components, replacing Adequate Yearly Progress (AYP) measures with the state's new 100-point cumulative Progress and Performance Index (PPI) metric. All schools classified into Level 4 will be required to achieve a cumulative PPI of 75 or higher in the aggregate and for all student subgroups by the end of their 3<sup>rd</sup> year of turnaround. (See Massachusetts's approved Flexibility Request at <http://www2.ed.gov/policy/eseaflex/approved-requests/ma.pdf>) SRG recipient schools' are expected to progress toward meeting a cumulative PPI of 75 or higher for all students and for all student subgroups by the end of the third year of their Redesign Plan. When ESE identifies a school not making progress towards their student performance targets and a low SRG Renewal Application score, termination of funding is considered.

For detailed information on the rationale and methodology underlying the selection of measurable annual goals for Level 4 schools, please see the *Level 4 Exit Criteria Guidance and Methodology* which can also be found here: <http://www.doe.mass.edu/apa/sss/turnaround/level4/>

### Other Measures

To receive higher than the minimum score of 3 required for grant approval, applicants must include multiple measures of student performance in addition to MCAS measures. Applicants may select one or more of the following measures, or identify other measures, particularly if they address key priorities in school plans. Examples include:

1. Student Rates
  - a. Student attendance, dismissal rates, and exclusion rates
  - b. Student safety and discipline
  - c. Student promotion and dropout rates
  
2. College Readiness and School Culture
  - a. Student acquisition and mastery of twenty-first century skills
  - b. Development of college readiness, including at the elementary and middle school levels
  - c. Parent and family engagement
  - d. Building a culture of academic success among students
  - e. Building a culture of student support and success among school faculty and staff
  - f. Developmentally appropriate child assessments from pre-kindergarten through third grade

**NOTES:**

While the following are not required by ESE as outcome measures in school Turnaround plans, ESE will collect data at the end of each year of the grant on these indicators to meet federal reporting requirements for this grant:

1. Number of minutes within the school year
2. Distribution of teachers by performance level on the district's teacher evaluation system
3. Teacher attendance rate

## **VI. Budget**

*Please complete the separate budget workbook in Microsoft Excel located in the RFP.*

## Appendix A

### Federal Requirement Checklist: Transformation Model

#### 1. Developing and increasing teacher and school leader effectiveness

| The plan contains evidence that:  | Circle Yes or No |
|---|------------------|
| (A) A new principal has been (or will be) hired for the 2014-15 school year to lead the school's transformation model.<br><i>or</i> A new principal was hired no earlier than July 1, 2012 that will continue the school's transformation model.            | Yes      No      |
| (B) A new or revised evaluation system for teachers and principals will be implemented that takes into account data on student growth and is designed and developed with teacher and principal involvement.   | Yes      No      |
| (C) The district will develop and use strategies for identifying and rewarding leaders, teachers, and other staff who increase student achievement or graduation rates and provide opportunities for leaders and teachers to improve professional practice. | Yes      No      |
| (D) The district will provide ongoing, high quality, job-embedded professional development that is aligned with the school's instructional program.   | Yes      No      |
| (E) The district will implement strategies to recruit, place, and retain staff.   | Yes      No      |

#### 2. Comprehensive instructional reform strategies

| The plan contains evidence that:   | Circle Yes or No |
|--|------------------|
| (A) The district is using data to identify and implement a research-based and aligned instructional program.     | Yes      No      |
| (B) The district promotes the continuous use of student data in schools to inform and differentiate instruction. | Yes      No      |

#### 3. Increasing learning time and creating community-oriented schools

| The plan contains evidence that:   | Circle Yes or No |
|--|------------------|
| (A) The model will provide extended learning time for students and teachers in the instructional core, instruction in other subject and enrichment activities, and for teachers to collaborate and plan. | Yes      No      |
| (B) The district will provide ongoing mechanisms for family and community engagement   | Yes      No      |

#### 4. Operational flexibility and sustained support

| The plan contains evidence that:   | Circle Yes or No |
|--|------------------|
| (A) The school will be granted the operational flexibility necessary to implement a comprehensive approach.      | Yes      No      |
| (B) The school will receive ongoing and intensive support from the district, the state, or an external provider. | Yes      No      |

## Federal Requirement Checklist: Turnaround Model

### Requirements

| The plan contains evidence that:   | Circle Yes or No |    |
|--|------------------|----|
| <p>(1) A new principal has been (or will be) hired for the 2014-15 school year to lead the school's turnaround model.</p> <p><i>or</i> A new principal was hired no earlier than July 1, 2012 that will continue the school's turnaround model.</p>  | Yes              | No |
| <p>(2) The district will use locally adopted competencies to measure the effectiveness of staff, including screening all existing staff and rehire no more than 50 percent of the staff from the previous year.</p>  | Yes              | No |
| <p>(3) The district will develop and use strategies for identifying and rewarding leaders, teachers, and other staff who increase student achievement or graduation rates and provide opportunities for leaders and teacher to improve professional practice AND the district will implement strategies to recruit, place, and retain staff.</p> | Yes              | No |
| <p>(4) The district will provide ongoing, high quality, job-embedded professional development that is aligned with the school's instructional program.</p>   | Yes              | No |
| <p>(5) The district will adopt a new governance structure that will support the selected turnaround model.</p>   | Yes              | No |
| <p>(6) The district is using data to identify and implement a research-based and aligned instructional program.</p>  | Yes              | No |
| <p>(7) The district promotes the continuous use of student data in schools to inform and differentiate instruction.</p>  | Yes              | No |
| <p>(8) The model will provide extended learning time for students and teachers in the instructional core, instruction in other subjects and enrichment activities, and for teachers to collaborate and plan.</p>   | Yes              | No |
| <p>(9) The district will provide appropriate social-emotional and community-oriented services and supports for students.</p>   | Yes              | No |

## Appendix B

### Guidance on Incorporating the Conditions for School Effectiveness

Districts and schools may use the following indicators, organized according to the Conditions for School Effectiveness, when developing strategies to be used in the redesign plan. As noted, a successful school-level redesign plan must include strategies and/or policies that attend to each of the Conditions and demonstrate that actions are being taken to implement the Conditions for School Effectiveness.

Schools are not required to address each Condition separately; rather, the Redesign Plan is organized so that districts and schools can develop key priority areas for improvement and related strategies that use and leverage the Conditions. The Conditions are intended to work together in an integrated fashion to support effective school turnaround and transformation.

The indicators provided here serve as a guide to assist schools in thinking strategically about each of the Conditions and ensuring that submitted proposals address each Condition.

#### Leadership and Governance

1. **Effective school leadership:** Describe how the district will attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.
  - a. Describe how the leader chosen for the school (or currently working in the school) is capable of building a sense of shared accountability among staff and students and is able to drive instructional improvement.
  - b. Describe how an effective school leadership team will be mobilized. Indicate whether the district will require the principal, administrators, teachers and staff to reapply for their positions in the school, describe the process the district will utilize to re-staff the school.

#### Human Resources and Professional Development

2. **Principal's staffing authority:** The district must ensure that the principal has the authority to identify the best teachers and ensure that they are hired to work in the identified school.
  - a. Describe the operating flexibilities the school and principal will have around staffing to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
3. **Professional development and structures for collaboration:** Professional development for school staff must include both job-embedded and individually pursued learning and structures for collaboration that enable teachers to have regular, frequent department and/or

grade-level common planning and meeting time that is used to improve implementation of the curriculum and instructional practice.

- a. Describe the school's structures to provide increased, regular, and frequent meeting times for faculty to collaborate, plan, and engage in professional development within and across grades and subjects in order to improve implementation of the curriculum and instructional practice.
- b. Describe how professional development will:
  - i. Focus on improving instruction, through the regular use of data, coaching and other job-embedded professional development models, and teacher-specific professional development.
  - ii. Provide ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
  - iii. Provide or support individually pursued learning, including content-based learning.

## **Student Support**

4. **Tiered instruction and adequate learning time:** The school must use data and design a school schedule to provide adequate learning time for all students in core subjects.
  - a. Describe the systems the school will put into place to identify students needing additional supports and to inform and differentiate instruction in order to meet the academic needs of individual students. What interventions will the school use? How will they be chosen?
  - b. Describe the specific steps the school will take steps to address achievement gaps for limited English-proficient, special education and low-income students; in particular, describe how the school will develop or expand alternative English language learning programs for limited English proficient students, notwithstanding chapter 71A.
  - c. How will the school use data and extended learning time to ensure that students' academic and social-emotional needs are appropriately identified and monitored (e.g., every two weeks) and specific interventions identified and used on an ongoing basis?
5. **Students' social, emotional, and health needs:** The school must create a safe environment, make effective use of a system for addressing the social, emotional, and health needs of its students, and provide appropriate social-emotional and community-oriented services and supports for students. Describe how the school will:
  - a. Take steps to address social service and health needs of students and their families, to help students arrive and remain at school ready to learn. This may include mental health and substance abuse screening.
6. **Family-school engagement:** The school must develop strong working relationships with families and appropriate community partners/providers in order to support students' academic progress and social/emotional well-being. Describe how the school will:
  - a. Provide ongoing mechanisms for parent, family, and community engagement.

- b. Take steps to improve or expand child welfare services and, as appropriate, law enforcement services in the school community, in order to promote a safe and secure learning environment.
- c. Improve workforce development services provided to students and their families at the school, to provide students and families with meaningful employment skills and opportunities.

## **Financial and Asset Management**

- 7. **Strategic use of resources and adequate budget authority:** District and school plans must be coordinated to provide integrated use of internal and external resources (human, financial, community, and other) to achieve each school’s mission.
  - a. Describe the operating flexibilities the school and principal will have around budget to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates (if applicable).
  - b. Provide a three-year financial plan for the school. In this plan, describe how any additional funds to be provided by the district, commonwealth, federal government or other sources will support the implementation of the Redesign Plan, and how the district will align other resources (e.g. Title I, Part A—regular and school improvement funds, Title II Part A and Title II Part D, Title II, Part A, other state and community resources) with the proposed intervention model.
  - c. Describe how the intervention reforms will be sustained after the Redesign Plan period and, if applicable, after federal SRG funds end in three years. Specifically address:
    - i. The level and amount of technical assistance the district will provide to the school in each year of the Redesign Plan (e.g., this may decrease over the three-year period).
    - ii. How resources may be utilized or redirected to support priority areas (e.g., structures for collaborative planning time, professional development for school staff to ensure that redesign practices are institutionalized) to ensure that redesign efforts can be sustained.
    - iii. Plans for use of other resources to sustain critical elements of the redesign model.

## **Curriculum, Instruction, and Assessment**

- 8. **Aligned curriculum:** The school’s taught curricula must be aligned across multiple dimensions. Describe how data is used to identify and implement comprehensive, research-based, instructional programs that are aligned with Massachusetts curriculum frameworks and MCAS performance level descriptions, vertically aligned between grades (from one grade to the next), and horizontally aligned (across classrooms at the same grade level and across sections of the same course).
- 9. **Effective instruction:** Instruction across subject areas must reflect effective practice and high expectations for all students. Describe how school staff will have a common understanding of the features of high-quality standards-based and the school’s system for monitoring instructional practice.

10. **Student Assessment:** The school must use a balanced system of formative and benchmark assessments.
- a. Describe the specific processes the district and school will put in place to promote the continuous use of assessment data to inform and differentiate instruction in order to meet the academic needs of individual students.
  - b. If applicable, specifically describe the developmentally appropriate child assessments from pre-kindergarten through third grade that the school will use and be sure to include annual implementation and use of data benchmarks in the action plan.

## Appendix C

### Addressing the Conditions for School Effectiveness, Supplemental Planning Form

If a school does not address one or more of the Conditions for School Effectiveness in the narrative portion of the Redesign Plan, in Section II or Section III, the school must submit Appendix C to describe how the school will address those Conditions.

|  |  |
|--|--|
| <b>List the Condition(s) for School Effectiveness:</b>   |  |
| <b>Describe how the school will use and implement the Condition(s) to support school-level redesign efforts.</b> |  |

## Appendix D

### Required Section for Restart Applications

#### Instructions

Districts selecting the Restart Option for one or more schools must (1) choose one of the two options listed below and (2) respond to the Restart Model Application Additional Requirements.

#### Required Section for Restart Applications: Part One

Districts have two options when applying for the Restart model. Select (e.g., check the box) an option, review the provided instructions and guidance and ensure that the necessary information is incorporated into the district's School Redesign Grant Submission. Include a signed original of this document in the full School Redesign Grant Submission.

- Option 1 for **LEAs that have identified the Charter Management Organization (CMO) or Education Management Organization (EMO)** to be used with the Restart School.
  1. Complete all sections of the School Redesign Grant Submission Requirements as instructed in the Application. Additional guidance for each section is provided here, as follows:
    - a. In Section II (District-Level Redesign), Part 4, describe the process that was used to select the CMO or EMO, including how eligible providers were recruited, screened, and selected.
    - b. In Section II (District-Level Redesign), Part 4, describe the credentials, experiences, and qualifications of the CMO or EMO as an organization with the capacity to work in your district and carry out assigned responsibilities.
  2. Respond to the Restart Model Application Additional Requirements.
  
- Option 2 for LEAs that **have not identified the Charter Management Organization (CMO) or Education Management Organization (EMO)** to be used with the Restart School.
  1. Complete Sections I (Executive Summary), II (District-Level Redesign), V (MAGs), and VI (Budget) of the School Redesign Grant Submission Requirements.
    - a. In Section II (District-Level Redesign), Part 4, describe the process that will be or is being used to select the CMO or EMO, including how eligible providers will be recruited, screened, and selected.
    - b. In Section II (District-Level Redesign), Part 4, describe the expected credentials, experiences, and qualifications of the CMO or EMO as an organization with the capacity to work in your district and carry out assigned responsibilities.
    - c. In Section II (District-Level Redesign), Part 4, describe the flexibility the CMO or EMO will have with respect to changing district policy as it pertains to staffing, facilities, and transportation.
  2. Respond to the Restart Model Application Additional Requirements.

#### Guidance regarding Option 2

- Once the CMO or EMO is in place at the school, the district and CMO/EMO has 90 days to submit to ESE a school-level Redesign Plan according to the School Redesign Grant Submission Requirements (Sections III and IV).
- The selected external partner (CMO or EMO) with a demonstrated track record of success may propose an implementation plan that might not address all the elements of the School Redesign Grant Submission Requirements in Section III if a compelling rationale is given for why it is not necessary.

**Superintendent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Required Section for Restart Applications: Part Two**

**Restart Model Application Additional Requirements**

**Option 1 and Option 2**

A. Provide a detailed description of how the charter management organization (CMO) or education management organization (EMO) will be held responsible through a performance/partnership contract to perform the functions required in this application or subsequent school-level Redesign Plan application. To the extent possible, please describe the specific performance measures that will be used and how the performance measures relate to the Conditions for School Effectiveness.

<Enter narrative response>

B. Describe how the district will plan for the sustainability of the restart once SIG funding expires, i.e. if a district is paying a CMO or EMO for 3 years, describe in detail its strategy for ensuring sufficient funding for the school in subsequent years.

<Enter narrative response>

C. Describe the district process for assigning and placing staff that the EMO or CMO seeks to transfer out of the school(s). How will this process take into account educator ratings?

<Enter narrative response>

**Option 2 Respondents Only**

D. Timeline: For districts that have yet to identify a CMO/EMO, please (a) provide a timeline for recruiting, selecting, and contracting with the CMO/EMO; (b) an expected date when the CMO/EMO will assume leadership of the school, and (c) an expected date when the LEA and CMO/EMO will submit its school-level Redesign Plan application to ESE for review, which must be within 90 days of CMO/EMO appointment.

<Enter narrative response>

## Appendix E: Implementation Benchmarks - Additional Guidance

### Developing useful and meaningful Implementation Benchmarks

| <i>Priority Area for Improvement</i>   | <i>Strategies (Policies, Practices, Programs)</i>   | <b>Implementation Benchmarks</b><br>How will you know that what you are doing is working?   |  |
|--|---|---|--|
|  |   | <b>Technical Implementation</b>   | <i>Early Evidence of Change</i>  |
| <p><u>Examples:</u></p> <p>1. Improve and increase instruction through use of the RTI model and increased professional development</p> <p>2. Ensure students' readiness to learn through provision of holistic social, emotional and wellness supports in school and in community partnerships</p> | <p><b>Professional development</b> for staff and leaders</p> <p><b>Structural</b> changes (schedules, meeting structures, redesign teams)</p> <p><b>Policy</b> changes</p> <p><b>Staffing</b> or <b>role</b> changes (e.g., coaches, tutors)</p> <p><b>New programs</b> (e.g., a new wellness program)</p> <p>Completion and application of <b>core components</b> (e.g., common assessments, aligned curriculum)</p> | <p><i>Evidence that the technical aspects of the strategy/activity/training have been implemented.</i></p> <p><i>1.# of teachers participate in training</i></p> <p><i>2.New schedule or teaming structure in place</i></p> <p><i>3.Staff hired</i></p> <p><i>4.Policy change adopted</i></p> <p><i>5.New assessment system developed</i></p> <p><i>6. Curriculum aligned</i></p> | <p><i>How will you know that the strategy is having its intended impact? On what/who?</i></p> <p><i>-Changes in actions</i></p> <p><i>-Changes in discourse</i></p> <p><i>-Changes in instruction</i></p> <p><i>-Changes in belief</i></p> |

*Through **Technical Implementation** and **Evidence of Change**, our strategies will lead to...*

↓

**Short Term Impact**  
What's different for kids?  
What's different for adults?

↓

**Long Term Goals**  
Improved Student Outcomes

MAGs

**Name of Grant Program:** School Redesign Implementation Grant

**Fund Code:**  
511

**District Name:**

**LEA Code:**

**ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- (6) Report to the SEA the school-level data required under section III of the final requirements.

**Note:** Most of the school-level data elements are already submitted via current data collections (e.g., SIMS). ESE will provide further guidance and assistance to minimize the data collection burden for any new elements.

**WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a participating school that does not meet the 40 percent poverty eligibility threshold.
- Do not wish to implement either waiver at this time.

**Typed Name of Superintendent:**

**Signature of Superintendent:**

**Date:**



**School Redesign Grant (SRG) Redesign Implementation Plan:  
Priority Areas for Improvement**

Instructions: For each Priority Area for Improvement, please describe what you are currently seeing in your district/schools, what you'd like to see as a result of the successful implementation of the Redesign Plan. Then, click on the follow-up worksheet tabs (e.g., "Priority Area for Improvement #1", "Priority Area for Improvement #2", etc.) to develop the implementation plan for each Priority Area for Improvement. It is suggested to have anywhere between 3 and 5 Priority Areas for Improvement. Guidance: This template is intended to support Redesign Teams in addressing, on a frequent basis, the following two critical questions: "Are we working the plan?" (implementation) and "Is our plan working?" (impact)

| District: |                                | School:  |   |  |  |
|-----------|--------------------------------|--|---|--|--|
|           | Priority Areas for Improvement | What You're Currently Seeing<br>(Observational or Statistical Data/Evidence) | What You'd Like to See<br>(Vision)                  | Links to District Systems of Support Goals | Links to Conditions for School Effectiveness |
| 1         | <INSERT Priority Area 1>       | <i>(What You're Currently Seeing in Regards to Priority Area 1)</i>          | <i>(Vision for Priority Area for Improvement 1)</i> |  |  |
| 2         | <INSERT Priority Area 2>       | <i>(What You're Currently Seeing in Regards to Priority Area 2)</i>          | <i>(Vision for Priority Area for Improvement 2)</i> |  |  |
| 3         | <INSERT Priority Area 3>       | <i>(What You're Currently Seeing in Regards to Priority Area 3)</i>          | <i>(Vision for Priority Area for Improvement 3)</i> |  |  |
| 4         | <INSERT Priority Area 4>       | <i>(What You're Currently Seeing in Regards to Priority Area 4)</i>          | <i>(Vision for Priority Area for Improvement 4)</i> |  |  |
| 5         | <INSERT Priority Area 5>       | <i>(What You're Currently Seeing in Regards to Priority Area 5)</i>          | <i>(Vision for Priority Area for Improvement 5)</i> |  |  |
| 6         | <INSERT Priority Area 6>       | <i>(What You're Currently Seeing in Regards to Priority Area 6)</i>          | <i>(Vision for Priority Area for Improvement 6)</i> |  |  |

## LEA-Level Budget

| District Name | Org Name |
|---------------|----------|
|---------------|----------|

This worksheet contains the FY14 Year 1 Implementation and Pre-Implementation and budget narrative and allocation form. Use the link below to access the forms and the 'Summary of Grant Request Across Three Years' form.

### FY15 YEAR 1 IMPLEMENTATION (SEPTEMBER 1, 2014 - AUGUST 31, 2015)

[GRANT BUDGET NARRATIVE](#)

[ALLOCATION OF FUNDS FORM](#)

### PRE - IMPLEMENTATION (JULY 1, 2014 - AUGUST 31, 2014)

[GRANT BUDGET NARRATIVE](#)

[ALLOCATION OF FUNDS FORM](#)

[Allowable uses of Pre-Implementation Funds](#)

[SUMMARY OF GRANT REQUEST ACROSS THREE YEARS \(FY15 to FY17\)](#)

### FY15 YEAR 1 IMPLEMENTATION LEA-Level Budget Narrative Overview

**Instructions:** In the space below, provide an overview of how the proposed grant expenditures in FY15 will directly support the implementation of the selected intervention model(s) according to the Redesign Plan(s). Describe how the district/school will realign and repurpose other sources of funding that will complement SRG funds to support timely implementation of the intervention model(s). How will critical intervention reforms will be sustained after the SRG funds expire?

**Please note** that the Budget Detail section should specifically address only the elements of the Redesign Plan that are being funded with Fund Code 511 SRG funds. It is a federal requirement that all SRG applicant schools receive the same amount of state and local funds it would receive in the absence of SRG funding. For each proposed FY15 SRG budget expenditure, provide justification (to the right) for how individual expenditures are necessary to support implementation of the selected intervention model(s) as outlined in your Redesign Plan. Also, be sure to note rate information as necessary. Finally, in the Summary of Grant Request Across Three Years section at the bottom of this worksheet, please summarize proposed expenditures for FY16 and FY17. (Additional detail will be required upon annual renewal of the grant.)

Additional Funds for Monitoring Site Visits (MSVs)

LEA-Level Budget

**District Name**      **Org Name**

By checking this box, the district agrees to contract directly with SchoolWorks, the state-approved and contracted vendor, for annual Monitoring Site Visits for each SRG school that is awarded funding in FY15. If you check this box, the district will be awarded an additional \$21,500 per school in its SRG LEA-Level FY15 Budget. Please include the total amount in the Consultant Services line for MSVs (\$21,500/flat rate) per school in this budget workbook. Also, in the Summary section, include the total amount in the Consultant Services forecast for FY16 and FY17.

**FY15 YEAR 1 IMPLEMENTATION GRANT BUDGET DETAIL**

**Org Name**

**ALLOCATION OF FUNDS**

| 1 ADMINISTRATORS:   | # of staff | FTE  | MTRS                     | Amount | Expenditure Justification |
|---------------------|------------|------|--------------------------|--------|---------------------------|
| Supervisor/Director |            |      | <input type="checkbox"/> |        |                           |
| Project Coordinator |            |      | <input type="checkbox"/> |        |                           |
|                     |            |      | <input type="checkbox"/> |        |                           |
|                     |            |      | <input type="checkbox"/> |        |                           |
|                     |            |      | <input type="checkbox"/> |        |                           |
|                     |            |      | <input type="checkbox"/> |        |                           |
|                     |            |      | <input type="checkbox"/> |        |                           |
|                     |            |      | <input type="checkbox"/> |        |                           |
| Stipends            |            |      | <input type="checkbox"/> |        |                           |
|                     |            |      | <input type="checkbox"/> |        |                           |
|                     |            |      | <input type="checkbox"/> |        |                           |
|                     |            |      | <input type="checkbox"/> |        |                           |
|                     |            |      | <input type="checkbox"/> |        |                           |
|                     |            |      | <input type="checkbox"/> |        |                           |
|                     |            |      | <input type="checkbox"/> |        |                           |
| <b>SUB-TOTAL</b>    | 0          | 0.00 |                          | \$ -   |                           |

| 2 INSTRUCTIONAL/PROFESSIONAL STAFF: | # of staff | FTE  | MTRS                     | Amount | Expenditure Justification |
|-------------------------------------|------------|------|--------------------------|--------|---------------------------|
|                                     |            |      | <input type="checkbox"/> |        |                           |
|                                     |            |      | <input type="checkbox"/> |        |                           |
|                                     |            |      | <input type="checkbox"/> |        |                           |
| Stipends                            |            |      | <input type="checkbox"/> |        |                           |
|                                     |            |      | <input type="checkbox"/> |        |                           |
|                                     |            |      | <input type="checkbox"/> |        |                           |
|                                     |            |      | <input type="checkbox"/> |        |                           |
|                                     |            |      | <input type="checkbox"/> |        |                           |
|                                     |            |      | <input type="checkbox"/> |        |                           |
|                                     |            |      | <input type="checkbox"/> |        |                           |
| <b>SUB-TOTAL</b>                    | 0          | 0.00 |                          | \$ -   |                           |

| 3 SUPPORT STAFF         | # of staff | FTE  | MTRS                     | Amount | Expenditure Justification |
|-------------------------|------------|------|--------------------------|--------|---------------------------|
| Aides/Paraprofessionals |            |      | <input type="checkbox"/> |        |                           |
|                         |            |      | <input type="checkbox"/> |        |                           |
|                         |            |      | <input type="checkbox"/> |        |                           |
| Secretary/Bookkeeper    |            |      | <input type="checkbox"/> |        |                           |
| Other                   |            |      | <input type="checkbox"/> |        |                           |
| Stipends                |            |      | <input type="checkbox"/> |        |                           |
| <b>SUB-TOTAL</b>        | 0          | 0.00 |                          | \$ -   |                           |

| 4 FRINGE BENEFITS:   | Amount | Expenditure Justification |
|--|--------|---------------------------|
| 4-a MTRS<br>Automatically calculates if MTRS box is checked for any staff listed above.          | \$0    |                           |
| 4-b OTHER FRINGE BENEFITS<br>(Other retirement systems, health insurance, FICA - Describe below) |        |                           |

|                  |            |
|------------------|------------|
| <b>SUB-TOTAL</b> | <b>\$0</b> |
|------------------|------------|

LEA-Level Budget

| District Name | Org Name |
|---------------|----------|
|---------------|----------|

| 5 CONTRACTUAL SERVICES   | Rate (\$) | Hour/Day | Amount | Expenditure Justification |
|--|-----------|----------|--------|---------------------------|
| Consultants  |           |          |        |                           |
| _____  |           |          |        |                           |
| _____  |           |          |        |                           |
| _____  |           |          |        |                           |
| Specialists  |           |          |        |                           |
| _____  |           |          |        |                           |
| _____  |           |          |        |                           |
| _____  |           |          |        |                           |
| Instructors  |           |          |        |                           |
| _____  |           |          |        |                           |
| _____  |           |          |        |                           |
| _____  |           |          |        |                           |
| Speakers   |           |          |        |                           |
| _____  |           |          |        |                           |
| Substitutes  |           |          |        |                           |
| _____  |           |          |        |                           |
| Supplemental Educational Services (SES) - Contracted Service Provider          |           |          |        |                           |
| _____  |           |          |        |                           |
| Neglected or Delinquent Children - Contracted Service Provider (if applicable) |           |          |        |                           |
| _____  |           |          |        |                           |
| Other  |           |          |        |                           |

|                  |  |  |      |  |
|------------------|--|--|------|--|
| <b>SUB-TOTAL</b> |  |  | \$ - |  |
|------------------|--|--|------|--|

| 6 SUPPLIES AND MATERIALS                    | Amount | Expenditure Justification |
|---|--------|---------------------------|
| Textbooks and Instructional Materials       |        |                           |
| _____                                       |        |                           |
| _____                                       |        |                           |
| _____                                       |        |                           |
| Instructional Technology including Software |        |                           |
| _____                                       |        |                           |
| _____                                       |        |                           |
| _____                                       |        |                           |
| Non-instructional Supplies                  |        |                           |
| _____                                       |        |                           |
| _____                                       |        |                           |

|                  |      |
|------------------|------|
| <b>SUB-TOTAL</b> | \$ - |
|------------------|------|

| 7 TRAVEL: Mileage, conference registration, hotel and meals | Amount | Expenditure Justification |
|---|--------|---------------------------|
| Supervisory Staff   |        |                           |
| _____   |        |                           |
| _____   |        |                           |
| _____   |        |                           |
| Instructional Staff   |        |                           |
| _____   |        |                           |
| _____   |        |                           |
| Other   |        |                           |
| _____   |        |                           |

|                  |      |
|------------------|------|
| <b>SUB-TOTAL</b> | \$ - |
|------------------|------|

| 8 OTHER COSTS:             | Amount | Expenditure Justification |
|----------------------------|--------|---------------------------|
| Transportation of Students |        |                           |
| Memberships/Subscriptions  |        |                           |
| Advertising                |        |                           |
| Printing/Reproduction      |        |                           |
| Maintenance/Repairs        |        |                           |
| Rental of Space            |        |                           |
| Rental of Equipment        |        |                           |
| Telephone/Utilities        |        |                           |

|                  |      |
|------------------|------|
| <b>SUB-TOTAL</b> | \$ - |
|------------------|------|

| 9 INDIRECT COSTS - <i>Must be entered directly on Combined Budget Worksheet</i>  | Amount | Expenditure Justification |
|--|--------|---------------------------|
|  |        |                           |
|  |        |                           |
| <b>10 EQUIPMENT:</b><br>Only list items costing \$5,000 or more per unit and having a useful life of more than one year. Describe below. |        |                           |
| Instructional Equipment _____  |        |                           |
| Non-instructional Equipment _____  |        |                           |

|                  |      |
|------------------|------|
| <b>SUB-TOTAL</b> | \$ - |
|------------------|------|

|                              |      |
|------------------------------|------|
| <b>TOTAL FUNDS REQUESTED</b> | \$ - |
|------------------------------|------|

---

**PRE-IMPLEMENTATION - LEA-Level Budget Narrative Overview**

**Instructions:** In the space below, provide an overview of how the proposed grant expenditures in FY15 will directly support the pre-implementation of the selected intervention model(s) according to the Redesign Plan(s). Pre-implementation begins on July 1, 2014 and ends August 31, 2015.

Please note that this narrative overview should specifically address only the elements of the Redesign Plan that are being funded with Fund Code 511 grant funds. In the Pre-Implementation Grant Budget Detail section below, for each proposed Pre-Implementation grant budget expenditure, provide justification (to the right) for how individual expenditures are necessary to support the pre-implementation or the implementation of the selected intervention model as outlined in the Redesign Plan.

District Name      Org Name

LEA-LEVEL PRE-IMPLEMENTATION GRANT BUDGET DETAIL

Org Name

ALLOCATION OF FUNDS

| 1 ADMINISTRATORS:   | # of staff | FTE  | MTRS                     | Amount | Expenditure Justification |
|---------------------|------------|------|--------------------------|--------|---------------------------|
| Supervisor/Director |            |      | <input type="checkbox"/> |        |                           |
| Project Coordinator |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| Stipends            |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| _____               |            |      | <input type="checkbox"/> |        |                           |
| <b>SUB-TOTAL</b>    | 0          | 0.00 |                          | \$ -   |                           |

| 2 INSTRUCTIONAL/PROFESSIONAL STAFF: | # of staff | FTE  | MTRS                     | Amount | Expenditure Justification |
|-------------------------------------|------------|------|--------------------------|--------|---------------------------|
| _____                               |            |      | <input type="checkbox"/> |        |                           |
| _____                               |            |      | <input type="checkbox"/> |        |                           |
| _____                               |            |      | <input type="checkbox"/> |        |                           |
| _____                               |            |      | <input type="checkbox"/> |        |                           |
| Stipends                            |            |      | <input type="checkbox"/> |        |                           |
| _____                               |            |      | <input type="checkbox"/> |        |                           |
| _____                               |            |      | <input type="checkbox"/> |        |                           |
| _____                               |            |      | <input type="checkbox"/> |        |                           |
| _____                               |            |      | <input type="checkbox"/> |        |                           |
| _____                               |            |      | <input type="checkbox"/> |        |                           |
| <b>SUB-TOTAL</b>                    | 0          | 0.00 |                          | \$ -   |                           |

| 3 SUPPORT STAFF         | # of staff | FTE  | MTRS                     | Amount | Expenditure Justification |
|-------------------------|------------|------|--------------------------|--------|---------------------------|
| Aides/Paraprofessionals |            |      | <input type="checkbox"/> |        |                           |
| _____                   |            |      | <input type="checkbox"/> |        |                           |
| _____                   |            |      | <input type="checkbox"/> |        |                           |
| Secretary/Bookkeeper    |            |      | <input type="checkbox"/> |        |                           |
| Other                   |            |      | <input type="checkbox"/> |        |                           |
| _____                   |            |      | <input type="checkbox"/> |        |                           |
| _____                   |            |      | <input type="checkbox"/> |        |                           |
| _____                   |            |      | <input type="checkbox"/> |        |                           |
| _____                   |            |      | <input type="checkbox"/> |        |                           |
| _____                   |            |      | <input type="checkbox"/> |        |                           |
| Stipends                |            |      | <input type="checkbox"/> |        |                           |
| <b>SUB-TOTAL</b>        | 0          | 0.00 |                          | \$ -   |                           |

| 4 FRINGE BENEFITS:   | Amount     | Expenditure Justification |
|--|------------|---------------------------|
| 4-a MTRS<br>Automatically calculates if MTRS box is checked for any staff listed above.          | \$0        |                           |
| 4-b OTHER FRINGE BENEFITS<br>(Other retirement systems, health insurance, FICA - Describe below) |            |                           |
| _____  |            |                           |
| <b>SUB-TOTAL</b>   | <b>\$0</b> |                           |



LEA-Level Budget

District Name      Org Name

**SUMMARY OF GRANT REQUEST ACROSS THREE YEARS**

Manually enter estimated amounts for FY16 and FY17.

|  |   | Amount  |      |      |      | Narrative Summary for FY16 and FY17 Grant Budget Request |       |
|--|---|---------|------|------|------|--|-------|
|  |   | Pre-Imp | FY15 | FY16 | FY17 |  | Total |
| 1  | ADMINISTRATORS                          | \$0     | \$0  |      |      | \$0  |       |
| 2  | INSTRUCTIONAL/<br>PROFESSIONAL<br>STAFF | \$0     | \$0  |      |      | \$0  |       |
| 3  | SUPPORT STAFF                           | \$0     | \$0  |      |      | \$0  |       |
| 4  | FRINGE BENEFITS                         | \$0     | \$0  |      |      | \$0  |       |
| 5  | CONTRACTUAL<br>SERVICES                 | \$0     | \$0  |      |      | \$0  |       |
| 6  | SUPPLIES AND<br>MATERIALS               | \$0     | \$0  |      |      | \$0  |       |
| 7  | TRAVEL                                  | \$0     | \$0  |      |      | \$0  |       |
| 8  | OTHER COSTS                             | \$0     | \$0  |      |      | \$0  |       |
| 10                                       | EQUIPMENT                               | \$0     | \$0  |      |      | \$0  |       |
| <b>TOTAL FUNDS<br/>REQUESTED FOR LEA</b> |   | \$0     | \$0  | \$0  | \$0  | \$0  |       |

## Measurable annual goals template for schools classified into Level 4

Select district and school name (drop-down menu):

Select School

### Overview

An Act *Relative to the Achievement Gap*, signed into Massachusetts law in January 2010, established a process for improving the performance of schools classified into Level 4 on the state's framework for district accountability and assistance, defined as the state's lowest achieving and least improving schools. The law requires local school districts to develop turnaround plans for these schools that include measurable annual goals (MAGs) for assessing each school, including, but not limited to, thirteen areas specified by law [MGL Chapter 69, Section 1J(c)]. This template is designed to assist districts in setting MAGs for Level 4 schools. The thirteen areas specified by state law are classified into three categories: student rates, student achievement, and college readiness and school culture. An additional category is provided for any additional district-defined measures and goals.

### Directions

Select the name of the district and school from the drop-down menu above, then navigate to each category of the template by clicking the relevant title or worksheet tab below. Each category provides the specific requirements specified under MGL Chapter 69, Section 1J(c), a description of the related measures (both optional and required), and cells for inputting MAGs and the priority areas or strategies that address each MAG in the school's turnaround plan. Links to external resources, such as historical data to assist districts in setting longitudinal goals, are also provided when available. Note that MAGs related to student rates and certain MAGs related to student achievement are determined by ESE using baseline data. These MAGs are pre-populated and cannot be modified.

**This template is protected to prevent accidental modification of certain cells. If you have questions or need assistance, please contact Erika Alvarez Werner in the Office of District and School Turnaround at 781-338-3555 or ewerner@doe.mass.edu.**

### Student rates

[Go to this category](#)

Under this category, the district sets MAGs related to student attendance and dismissal, exclusion and promotion rates in the aggregate. In addition, MAGs for four- and five-year cohort graduation rates and annual dropout rates are pre-populated for all subgroups in secondary schools by ESE using baseline data, and cannot be modified. The pre-populated MAGs are aligned to the expectations ESE has established for all schools (PPI measures) as defined by Massachusetts' approved Elementary and Secondary Education Act (ESEA) flexibility request.

### Student achievement

[Go to this category](#)

Under this category, MAGs are pre-populated for all student groups in the school with baseline data collected by ESE: narrowing proficiency gaps in English language arts (ELA), mathematics, and science (as measured by the Composite Performance Index, or CPI); and growth in ELA and mathematics (as measured by Student Growth Percentiles, or SGP), as applicable. These MAGs are aligned to the expectations ESE has established for all schools (PPI measures) as defined by Massachusetts' approved ESEA flexibility request, and have been identified as ambitious, yet attainable for Level 4 schools. In addition, the district must set MAGs for progress on the English language proficiency ACCESS test (for English language learners) if the school has an ELL and Former ELL subgroup.

Note that due to the compensatory nature of the state's new accountability measures, a group does not necessarily have to meet its fixed CPI or growth targets to be considered "on target" for narrowing proficiency gaps, as long as all groups in the school make the continuous improvement needed to earn a cumulative Progress and Performance Index (PPI) score of 75 or higher by the 2015-16 school year. In calculating the PPI, a group is awarded extra credit for reducing the percentage of students scoring Warning/Failing and/or by increasing the percentage of students scoring Advanced by 10 percent or more on ELA, mathematics, or science MCAS tests. Targets for achieving extra credit are provided in this template for ELA and mathematics.

### College readiness and school culture

[Go to this category](#)

Under this category, the district sets MAGs for each of the following areas: student acquisition and mastery of twenty-first century skills; development of college readiness, including at the elementary and middle school levels; parent and family engagement; building a culture of academic success among students; building a culture of student support and success among school faculty and staff; and developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable. In addition to the pre-populated measures specified for this category, other potential measures to consider for this category are provided below them. These are suggested measures based on best practice and research, notably those marked with an asterisk (\*). A notation next to each measure indicates the school type(s) for which the MAG would be most appropriate (e.g., elementary, middle, and high). Links to external resources are provided where available.

### District-defined measures

[Go to this category](#)

Under this category, the district sets MAGs for district-defined measures and goals, if desired. In the last column, indicate the priority area or strategy addressed by the MAG in the turnaround plan.

## Massachusetts School Redesign Grant Cohort V – Scoring Rubric

**Scoring Criteria:** All School Redesign Grant (SRG) applications are scored against the following rubric. Applications must receive a total combined score of at least 90 (out of 128) to be considered for funding.

### Redesign Plan Review Dimensions

Each component of a district’s Redesign Plan for an eligible school will be reviewed along three rubric dimensions.

| Dimension  | Explanation  |
|--|--|
| Capacity and Commitment  | The extent to which the district and school(s) demonstrates the capacity and commitment to use school improvement funds to support school redesign plans and the successful implementation of identified intervention models and strategies. District capacity includes, but is not limited to, demonstrated commitment to: (1) recruit, screen, and select external providers, if applicable, to ensure quality; (2) align other district resources with school-level intervention models; (3) modify practices or policies to enable it to implement the interventions fully and effectively, and (4) sustain the reforms after the funding period ends. |
| Data Analysis and Selection of Supports and Intervention Model | The extent to which the district’s redesign plan and local school redesign plans are 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 models and district support strategies are based upon an analysis of data.   |
| Strategic and Actionable Approach                              | The extent to which the district’s redesign 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) prioritization of areas for improvement, key strategies and action steps that together effect the Conditions for School Effectiveness, and (3) specific benchmarks to track progress and a strategy for monitoring progress towards meeting benchmarks.   |

### Redesign Plan Rubric Levels

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

| 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 of evidence is provided that addresses the criteria listed in the rubric dimension.   | 0      |

## Massachusetts School Redesign Grant Cohort V – Scoring Rubric

| <b>Capacity and Commitment</b>   |   |   |   |  |  |
|--|---|---|---|--|--|
| <b>Scoring Criteria:</b> The extent to which the district and school(s) demonstrate the capacity and commitment to use school improvement grant funds to support school redesign plans and the successful implementation of identified intervention models and strategies. District capacity includes, but is not limited to, demonstrated commitment to: (1) recruit, screen, and select external providers, if applicable, to ensure quality; (2) align other district resources with school-level intervention models; (3) modify practices or policies to enable it to implement the interventions fully and effectively; and (4) sustain the reforms after the funding period ends. |   |   |   |  |  |
|  |   | <b>Strong - 4</b>   | <b>Adequate - 3</b>   | <b>Marginal - 2</b>  | <b>Weak - 1</b>  |
| <b>Executive Summary</b>   | 1 | The district’s overall approach to school redesign is clearly articulated, provides a clear vision for what the district and school(s) will look like in 3 years, and demonstrates a full understanding of the complexity of district redesign efforts.   | The district’s overall approach to school redesign is generally described, provides a clear vision for what the district and school(s) will look like in 3 years, and demonstrates a general understanding of the complexity of district redesign efforts.  | The district’s overall approach to and/or vision of school redesign is unclear, and is not grounded in an understanding of the complexity of district redesign efforts.  | The plan contains a vague description of the district’s overall approach to school redesign, but no understanding of the complexity of district redesign efforts.  |
|  | 2 | The plan provides a detailed description of the district-level redesign team, the overall structure of the district’s redesign planning and decision-making process, and how the teams were used to select the intervention model(s).   | The plan provides a general description of the district-level redesign team, the overall structure of the district’s redesign planning and decision-making process, and how the teams were used to select the intervention model(s).  | The plan provides a general description of the district-level redesign team but discussion of the overall structure of the district’s redesign planning and decision-making process is lacking.  | The plan provides little information about the district-level redesign team or planning process.   |
| <b>District-Level Redesign</b>   | 3 | The plan describes how the district has or will thoroughly recruit, screen, and select highly qualified (a) turnaround leaders and teachers and (b) (as appropriate) external providers.<br><br>As appropriate, the plan describes systems/structures for coordinating and holding external providers accountable and identifies specific performance benchmarks.   | The plan describes how the district has or will thoroughly recruit, screen, and select (a) turnaround leaders and teachers and (b) (as appropriate) external providers.<br><br>As appropriate, the plan describes how external providers will be held accountable for meeting agreed upon performance benchmarks.   | The plan demonstrates the district’s commitment to recruit, screen, and select turnaround leaders, teachers and (as appropriate) external providers but does not provide detail as to how leaders, teachers and providers will be recruited and selected.<br><br>The plan does not describe how external providers will be held accountable. | The plan provides little evidence that the district has a process for recruiting, screening, and selecting providers, turnaround leaders, and teachers. There is no evidence that providers or leaders have been or will be researched, screened, or held accountable. |
|  | 4 | The plan provides a detailed explanation of current district policies and practices that support or hinder the implementation of intervention models and how policies and practices have been or will be modified to support school turnaround efforts. In particular, the plan addresses specific modifications to policies and practices related to <ul style="list-style-type: none"> <li>• Adequate justification of the selection of qualified principal(s) with demonstrated effectiveness.</li> <li>• teacher selection, assignment, and compensation;</li> <li>• principal/teacher evaluation;</li> <li>• increased learning time<sup>1</sup> and</li> <li>• school-level operational flexibilities (budget and staffing).</li> </ul> | The plan provides a general explanation of current district policies and practices that support or hinder the implementation of intervention models and how policies and practices have been or will be modified to support school turnaround efforts. The plan addresses modifications to most of the policies and practices described in “Strong.” The plan adequately justifies the selection of qualified principal(s) with demonstrated effectiveness. | The plan provides a limited or incomplete description of current district policies and limited information on which policies need to be modified to support turnaround efforts OR the plan does not adequately justify the selection of qualified principal(s) with demonstrated effectiveness.  | The plan does discuss supportive or interfering policies or mentions some policies but does not provide strategies for modifying policies as needed and the plan does not adequately justify the selection of qualified principal(s) with demonstrated effectiveness.  |

<sup>1</sup> **Increased learning time** means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

## Massachusetts School Redesign Grant Cohort V – Scoring Rubric

| <b>Capacity and Commitment</b>   |   |   |  |  |   |
|--|---|---|--|--|---|
| <b>Scoring Criteria:</b> The extent to which the district and school(s) demonstrate the capacity and commitment to use school improvement grant funds to support school redesign plans and the successful implementation of identified intervention models and strategies. District capacity includes, but is not limited to, demonstrated commitment to: (1) recruit, screen, and select external providers, if applicable, to ensure quality; (2) align other district resources with school-level intervention models; (3) modify practices or policies to enable it to implement the interventions fully and effectively, and (4) sustain the reforms after the funding period ends. |   |   |  |  |   |
|  |   | <b>Strong - 4</b>   | <b>Adequate - 3</b>  | <b>Marginal - 2</b>  | <b>Weak - 1</b>   |
| <b>District-Level Redesign</b>   | 5 | The plan provides clear and specific evidence that the district has the ability and full complement of requisite authorities to implement key elements of the proposed intervention model, including those related to principal/teacher evaluation that specifically align to the state’s educator evaluation framework, increased learning time, and school-level operational flexibilities (budget and staffing). | The plan provides specific evidence that indicates the district has the basic ability and requisite authorities to implement key elements of the proposed intervention model, including those related to principal/teacher evaluation, increased learning time, and school-level operational flexibilities (budget and staffing).  | The plan provides limited or insufficient evidence that the district has the ability and requisite authorities to implement key elements of the proposed intervention.   | The plan provides little evidence that the district has the ability and requisite authorities to implement key elements of the proposed intervention.   |
|  | 6 | The plan provides a compelling, detailed, and specific description, of how existing or new district resources, initiatives, technical support, and professional development will be allocated to and aligned with the needs of schools and the intervention model being used in each school.  | The plan provides an overview of how existing or new district resources, initiatives, technical support, and professional development will be allocated to and aligned with the needs of identified schools.   | The plan provides a partial description of how district initiatives and resources may be allocated to and aligned with the needs of identified schools, but there may be gaps or potential areas of misalignment.          | The plan provides little to no description of how existing or new district resources and initiatives may align with and support, or the plan does not describe how resources will be allocated to and aligned with the needs of identified schools. |
| <b>School-Level Redesign</b>   | 7 | The plan provides a detailed description, including evidence (e.g., agendas, summary notes, and presentations) of how the district and school have convened stakeholders and how information from stakeholders is used to support school-level redesign plans. Clear and specific evidence is provided that affected collective bargaining units are supportive of the Redesign Plan.                               | The plan provides a general description, including evidence of how the district and school have convened stakeholders and how information from stakeholders is used to support school-level redesign plans. Clear and specific evidence is provided that affected collective bargaining units are supportive of the Redesign Plan. | The plan contains information or a statement that the school collected information from stakeholders, but there is little evidence of meetings or description of how the information was used.                             | The plan contains little evidence that stakeholders were convened or otherwise asked to provide input on the development of the school’s redesign plan.   |
|  | 8 | The plan provides a detailed description of each school-level redesign team, including a detailed explanation of why specific members were chosen and how the redesign team will support the management of the school’s intervention model.   | The plan provides a general description of each school-level redesign team, including some discussion as to why specific members were chosen or how the redesign team will support the management of the school’s intervention model.  | The plan provides a general description of each school-level redesign team, but does not discuss why specific members were chosen or how the redesign team will support the management of the school’s intervention model. | The plan only identifies members of the school-level redesign team.   |

## Massachusetts School Redesign Grant Cohort V – Scoring Rubric

| <b>Capacity and Commitment</b>   |    |   |   |   |  |
|--|----|---|---|---|--|
| <b>Scoring Criteria:</b> The extent to which the district and school(s) demonstrate the capacity and commitment to use school improvement grant funds to support school redesign plans and the successful implementation of identified intervention models and strategies. District capacity includes, but is not limited to, demonstrated commitment to: (1) recruit, screen, and select external providers, if applicable, to ensure quality; (2) align other district resources with school-level intervention models; (3) modify practices or policies to enable it to implement the interventions fully and effectively, and (4) sustain the reforms after the funding period ends. |    |   |   |   |  |
|  |    | <b>Strong - 4</b>   | <b>Adequate - 3</b>   | <b>Marginal - 2</b>   | <b>Weak - 1</b>  |
| <b>School-Level Redesign</b>   | 9  | The plan clearly defines a mechanism through which the full faculty and staff at the school who will be involved in the implementation of the changes are involved in a meaningful way and the structures that will ensure that this involvement is two-way and ongoing. The plan clearly articulates how the vision for the school and redesign plan will be communicated to staff, students, and stakeholders.  | The plan generally describes a mechanism through which the full faculty and staff at the school who will be involved in the implementation of the changes are involved in a meaningful way and the structures that will ensure that this involvement is two-way and ongoing. The plan generally articulates how the vision for the school and redesign plan will be communicated to staff, students and stakeholders.   | The plan vaguely describes a mechanism through which the full faculty and staff at the school who will be involved in the implementation of the changes are involved in a meaningful way and the structures that will ensure that this involvement is two-way and ongoing OR the plan vaguely articulates how the vision for the school and redesign plan will be communicated to staff and students. | The plan provides an incomplete description of a mechanism through which the full faculty and staff at the school who will be involved in the implementation of the changes are involved in a meaningful way and the structures that will ensure that this involvement is two-way and ongoing and the plan provides an incomplete description of how the vision for the school and redesign plan will be communicated to staff and students. |
|  | 10 | The 3-year financial plan exhibits a strategic use and alignment of resources; specifically identifies sources and amounts (either new or repurposed) of funds that will complement the grant funds to support timely implementation of the intervention; and provides a thorough analysis of how critical intervention reforms will be sustained after the grant funds expire.   | The 3-year financial plan exhibits a strategic use and alignment of resources; generally describes how the district/school will realign and repurpose other sources of funding that will complement the grant funds to support timely implementation of the intervention; and provides a general description of how critical intervention reforms will be sustained after the grant funds expire.   | The 3-year financial plan is not strategic; does not provide specific detail about how the district/school will use other resources or funds to complement the grant funds to support timely implementation of the intervention; <u>or</u> provides a limited description of how critical intervention reforms will be sustained after the grant funds expire.  | The 3-year financial is not strategic; does not provide specific detail about how the district/school will use other resources or funds to complement the grant funds to support timely implementation of the intervention; <u>and</u> provides little to no description of how critical intervention reforms will be sustained after the grant funds expire.  |
| <b>Implementation Timeline and Benchmarks</b>  | 11 | The implementation timeline and benchmarks clearly specify the steps and actions needed to be taken by the district in order to manage and support the implementation of intervention models in identified schools.<br><br>As appropriate, the implementation timeline and benchmarks include actions related to: (1) recruiting, selecting, and screening leaders, teachers, and providers; (2) modifying or creating new policies to support implementation; and (3) the alignment of resources and initiatives with intervention models. | The implementation timeline and benchmarks include most, but not all of the steps needed to support the implementation of the intervention models, as described in the redesign plan.<br><br>As appropriate, the implementation timeline and benchmarks include actions related to: (1) recruiting, selecting, and screening leaders, teachers, and providers; (2) modifying or creating new policies to support implementation; and (3) the alignment of resources and initiatives with intervention models. | The implementation timeline and benchmarks include some, but not all of the steps needed to support the implementation of the intervention models.  | The implementation timeline and benchmarks include only a few, or none, of the steps and actions needed to support the implementation of the intervention models.  |

## Massachusetts School Redesign Grant Cohort V – Scoring Rubric

| <b>Capacity and Commitment</b>  |    |  |   |  |  |
|---|----|--|---|--|--|
| <p><b>Scoring Criteria:</b> The extent to which the district and school(s) demonstrate the capacity and commitment to use school improvement funds to support school redesign plans and the successful implementation of identified intervention models and strategies. District capacity includes, but is not limited to, demonstrated commitment to: (1) recruit, screen, and select external providers, if applicable, to ensure quality; (2) align other district resources with school-level intervention models; (3) modify practices or policies to enable it to implement the interventions fully and effectively, and (4) sustain the reforms after the funding period ends.</p> |    |  |   |  |  |
| <b>Measurable Annual Goals</b>  | 12 | <p>The plan clearly articulates several annual goals for student achievement on the MCAS in both ELA and mathematics as well as additional goals using other assessments and in other areas of school performance that it has established in order to monitor the performance of schools in which it will implement an intervention models. All goals are measurable.</p>  | <p>The plan clearly describes annual goals for student achievement on the MCAS in both ELA and mathematics that it has established in order to monitor the performance of schools in which it will implement an intervention model. All goals are measurable.</p> | <p>The plan clearly describes annual goals for student achievement on the MCAS in both ELA and mathematics that it has established in order to monitor the performance of schools in which it will implement an intervention model. Some goals are not clearly measurable.</p> | <p>The plan describes annual goals for student achievement on the MCAS in both ELA and mathematics or the goals are not measurable.</p>  |
| <b>Budget</b>   | 13 | <p>The grant budget and budget narrative for district activities and for each identified school is of sufficient size and scope to <b>support full and effective implementation</b> of the selected intervention over a period of three years..</p> <p>The plan provides evidence that district and school leadership has considered the cost implications of the selected interventions and how the interventions can be sustained after three years.</p> | <p>The grant budget request for district activities and for each identified school is of sufficient size and scope to support the full implementation of key strategies and interventions over a period of three years.</p>                                       | <p>The grant budget request for district activities and for each identified school is of sufficient size and scope to support the full implementation of most of the selected interventions over a period of three years.</p>  | <p>The grant budget request for district activities and for each identified school is not sufficient and will not support the full implementation of selected interventions and strategies over a period of three years.</p> |
|   | 14 | <p>The budget narrative clearly justifies how all proposed grant expenditures are reasonable, necessary, and allowable to support the pre-implementation and implementation of the intervention model (e.g., principal and teacher incentives, extended learning and/or collaboration time, use of external partners).</p>   | <p>The budget narrative clearly justifies how proposed grant expenditures are reasonable, necessary, and allowable to support the pre-implementation and implementation of the intervention model, though a few may require clarification.</p>                    | <p>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.</p>   | <p>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.</p>  |

## Massachusetts School Redesign Grant Cohort V – Scoring Rubric

| <b>Data Analysis for Selection of Supports and Intervention Model</b>   |    |  |  |  |  |
|---|----|--|--|--|--|
| <b>Scoring Criteria:</b> The extent to which the district’s redesign plan and local school redesign plans are 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 models and district support strategies are based upon an analysis of data. |    |  |  |  |  |
|   |    | <b>Strong - 4</b>  | <b>Adequate - 3</b>  | <b>Marginal - 2</b>  | <b>Weak - 1</b>  |
| <b>District-Level Redesign</b>  | 15 | The plan provides specific and precise data that clearly demonstrates areas of district need and provides justification for proposed district strategies and the selection of appropriate school-level intervention models. The plan clearly describes the district’s process for analyzing multiple sources of data (including demographic, achievement, organizational, classroom observation, and perceptual data) to identify critical district and school issues and determine district strategies to support the implementation of school-level intervention models. | The plan provides data that clearly demonstrates areas of district need and provides justification for proposed district strategies and the selection of appropriate school-level intervention models. The plan provides a general overview of how the district analyzed multiple sources of data to identify critical district and school issues and determine district strategies to support the implementation of school-level intervention models. | The plan provides some description of how data was used to identify district and school needs, although some data sources are not included and the connection between the data and identified needs is unclear or unsubstantiated.   | The plan lacks evidence that the district completed a comprehensive needs assessment. There is little or no justification for the strategies employed by the district. |
| <b>School-Level Redesign</b>  | 16 | 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), probed for causation, identified and prioritized critical issues, and determined specific priority areas for improvement for the school.   | The plan includes the results from a data/needs analysis process based upon multiple sources of data including demographic, achievement, perceptual and observational (e.g. classroom instruction or use of teacher collaborative time). Priority areas for improvement are identified, but may not be directly linked to data or the identified needs.  | The plan includes the results from a data/needs analysis process based upon only some, or a few, of potential data sources (perceptual or observational data is not included). Priority areas for improvement are identified, but not directly linked to the needs assessment. | The plan lacks evidence that the district or school completed a comprehensive needs assessment.  |
|   | 17 | The plan provides a clear and compelling rationale for the selection of the intervention model, how it is linked to the critical issues identified in the data analysis and, what the intervention model will allow the school to do that is different from previous reform efforts.   | The plan provides a general explanation and justification for the selection of the intervention model, and how it is linked to the critical issues identified in the data analysis.  | The plan provides a general explanation for the selection of the intervention model, but is not clearly or only partially linked to critical issues identified in the data analysis.   | The plan provides a little explanation for the selection of the intervention model or how it is linked to critical issues identified in the data analysis.             |
|   | 18 | The data analysis described in the plan includes information from the Conditions for School Effectiveness self-assessment tool or provides detailed information for each of the Conditions for School Effectiveness, allowing for prioritization of key areas of need and related strategies.  | The data analysis described in the plan is comprehensive and does allow for the prioritization of areas of need, but the analysis includes specific information on some, but not all, of the Conditions for School Effectiveness.  | The data analysis provides an overall assessment of need, but addresses only a few, or none, of the Conditions for School Effectiveness. It is unclear if the overall assessment of need is accurate.  | The data analysis is incomplete and is insufficient to accurately identify and prioritize school-level needs.  |

## Massachusetts School Redesign Grant Cohort V – Scoring Rubric

| <b>Data Analysis for Selection of Supports and Intervention Model</b>   |    |  |   |  |  |
|---|----|--|---|--|--|
| <b>Scoring Criteria:</b> The extent to which the district’s redesign plan and local school redesign plans are 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 models and district support strategies are based upon an analysis of data. |    |  |   |  |  |
|   |    | <b>Strong - 4</b>  | <b>Adequate - 3</b>   | <b>Marginal - 2</b>  | <b>Weak - 1</b>  |
| <b>Implement-<br/>ation<br/>Timeline and<br/>Benchmarks</b>   | 19 | The implementation timeline and benchmarks are clearly described and provide specific actions and benchmarks that are explicitly linked to district- and school-level data and needs analysis. | The specific actions and benchmarks provided in the implementation timeline are generally linked to district- and school-level data and needs analysis.   | Some of the actions and benchmarks provided in the implementation timeline are not linked to district- and school-level data and needs analysis. It is unclear how specified actions and benchmarks will address identified needs. | The implementation timeline and benchmarks do not align with the district- and school-level needs analysis.                          |
| <b>Measurable<br/>Annual Goals</b>  | 20 | All proposed goals are ambitious-yet-attainable; they are clearly linked to a thorough analysis and understanding of the school’s current baseline data.                                       | Most proposed goals are ambitious-yet-attainable; they are clearly linked to a thorough analysis and understanding of the school’s current baseline data. | Some proposed goals are ambitious-yet-attainable; the connection to the school’s current baseline data is unclear.   | Many of the proposed goals are not ambitious and/or not attainable; the connection to the school’s current baseline data is unclear. |

## Massachusetts School Redesign Grant Cohort V – Scoring Rubric

| <b>Strategic and Actionable Approach</b>  |    |  |  |  |   |
|---|----|--|--|--|---|
| <b>Scoring Criteria:</b> The extent to which the district’s redesign 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) prioritization of areas for improvement, key strategies and action steps that together effect the Conditions for School Effectiveness, and (3) specific benchmarks to track progress and a strategy for monitoring progress towards meeting benchmarks. |    |  |  |  |   |
|   |    | <b>Strong - 4</b>  | <b>Adequate - 3</b>  | <b>Marginal - 2</b>  | <b>Weak - 1</b>   |
| <b>District-Level Redesign</b>  | 21 | The plan provides a compelling rationale for how district strategies and the proposed intervention models will support turnaround efforts and the attainment of measurable annual goals. It is clear how district-level strategies or policy changes will assist and support the successful implementation of intervention models in identified schools. | The plan provides a general rationale for how district strategies and intervention models will support turnaround efforts. The plan provides some explanation of how district strategies will support school-level turnaround efforts.                                 | The plan provides a limited rationale for district strategies and the use of particular intervention models. It is unclear how district-level strategies and policy changes will directly support school-level turnaround efforts.   | The plan does not provide a rationale for proposed district strategies and does not explain how district strategies will support the implementation of intervention models in identified schools.   |
|   | 22 | The plan includes a clear description of specific district systems and structures to monitor implementation and evaluate the effectiveness of the selected intervention model at each school and to inform future funding decisions and sustainability.  | The plan generally describes district systems and structures to monitor implementation and evaluate the effectiveness of the selected intervention model at each school and to inform future funding decisions and sustainability.                                     | The plan describes how the district will monitor implementation and evaluate the effectiveness of the selected intervention model at each school, but lacks specificity about systems and structures.  | The plan provides some description of how the district will monitor implementation of the selected intervention model at each school but does not describe how it will evaluate effectiveness.  |
| <b>School-Level Redesign</b>  | 23 | The plan exhibits a well-thought-out and strategic approach to school turnaround that prioritizes key strategies and actions. Key strategies are clearly linked to priority areas for improvement, and key strategies and actions are clearly connected to and incorporate the Conditions for School Effectiveness.                                      | The plan prioritizes most key strategies and actions. There is a general discussion of how the school plans to address the Conditions for School Effectiveness through described key strategies and actions that are clearly linked to priority areas for improvement. | The plan describes how the school will address each Condition for School Effectiveness, but actions and strategies are not prioritized. OR<br>The plan prioritizes key strategies and actions, but does not discuss how the Conditions for School Effectiveness are included in, or will be addressed through, the described strategies and actions. | The plan does not prioritize its actions and strategies, does not address the Conditions for School Effectiveness, and provides little description of how the required and permissible actions for the selected intervention model will be implemented. |
|   | 24 | The plan provides a detailed description of how each school will collect data and monitor progress towards turnaround goals and benchmarks and how information and data will be used to modify strategies and approaches, as needed.   | The plan generally describes how each school will collect data and monitor progress towards meeting benchmarks and how the information will be used.   | The plan states that schools will monitor progress towards meeting benchmarks, but there is little to no information about how monitoring will occur.  | The plan does not contain a monitoring plan or a description of how the school will monitor its progress.   |

## Massachusetts School Redesign Grant Cohort V – Scoring Rubric

| <b>Strategic and Actionable Approach</b>  |    |  |   |   |  |
|---|----|--|---|---|--|
| <b>Scoring Criteria:</b> The extent to which the district’s redesign 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) prioritization of areas for improvement, key strategies and action steps that together effect the Conditions for School Effectiveness, and (3) specific benchmarks to track progress and a strategy for monitoring progress towards meeting benchmarks. |    |  |   |   |  |
|   |    | <b>Strong - 4</b>  | <b>Adequate - 3</b>   | <b>Marginal - 2</b>   | <b>Weak - 1</b>  |
| <b>Implement-<br/>ation<br/>Timeline and<br/>Benchmarks</b>   | 25 | <p><b>Alignment with Strategies and Actions:</b></p> <p>The plan provides clear actions and benchmarks for accomplishing key strategies to address the areas of need identified in the plan. Benchmarks are clearly aligned with the key strategies described in the plan to the extent that there is a clear connection between implementing a strategy and meeting the described benchmark.</p>  | <p>The plan provides clear actions and benchmarks for each priority are for improvement.</p> <p>Benchmarks are mostly aligned with key strategies described in the plan, although there are some benchmarks that do not clearly connect with the implementation of a particular strategy.</p>   | <p>Actions and benchmarks are provided, but they are not specific and are not directly aligned with key strategies.</p>   | <p>The plan lacks actions and benchmarks for each key strategy and related Conditions for School Effectiveness for years one, two and three.</p>   |
|   | 26 | <p><b>Timeline:</b></p> <p>The plan contains a detailed description and timeline of actions and benchmarks for year one and an outline of expected actions and benchmarks for years two and three.</p> <p>The pre-implementation and implementation timeline clearly describes (or describes) how actions and the attainment of listed benchmarks will lead to subsequent actions and benchmarks (e.g., in years two and three).</p>   | <p>The implementation timeline provides a general display or description of how actions and the attainment of benchmarks build upon each other over the course of the three-year plan.</p>  | <p>The implementation timeline is unclear, too general, or does not provide an accurate description of how actions and benchmarks build upon each other over the course of the three-year plan.</p> <p>The timeline of actions is unclear and not logically sequenced.</p>  | <p>The implementation timeline is incomplete and does not provide a description of how actions and the attainment of benchmarks in year one will lead to actions in years two and three.</p>   |
|   | 27 | <p><b>Monitoring:</b></p> <p>The plan includes a manageable set of benchmarks through which the district and school can track the implementation of planned efforts and will be able to make mid-course corrections on a regular basis. Specifically, the plan contains benchmarks that track whether or not technical aspects of the turnaround effort have been implemented (e.g., technical benchmarks) and benchmarks that provide early evidence of change (e.g., changes in discourse, actions, instruction, or belief.)</p> <p>Benchmarks are precise, measurable, and time-bound (e.g., 3- 6- or 12-month; or by December 2011.)</p> | <p>The plan includes a manageable set of benchmarks through which the district and school can track the implementation of planned efforts and be able to make mid-course corrections on a regular basis.</p> <p>Technical benchmarks are provided for major strategies, changes, and initiatives. There are some benchmarks to assess early evidence of change.</p> | <p>It is unclear how some of the listed benchmarks relate to the Conditions for School Effectiveness or the required and permissible actions of the selected intervention model.</p> <p>Some of the benchmarks are not linked to stated actions and are not precise, measurable, or time-bound.</p> <p>The benchmarks for key changes and improvements are insufficient or unclear.</p> | <p>Benchmarks are not provided or most of the listed benchmarks do not align with prioritized strategies or the Conditions for School Effectiveness.</p> <p>Nearly all of the listed benchmarks are not precise, measurable, or time-bound.</p>        |
| <b>Budget</b>   | 28 | <p>All expenditures contained in the grant budget are clearly detailed and aligned to the proposed intervention(s)—in both amount of funds allocated for specific activities and timing of spending—and specifically support the pre-implementation and implementation timeline and benchmarks outlined in the Redesign Plan. Full detail is provided for Year 1 and a reasonable overview is provided for anticipated Year 2 and 3 costs.</p>   | <p>The proposed expenditures in the grant budget are mostly aligned to the proposed intervention(s) and will support the pre-implementation and implementation timeline and benchmarks outlined in the Redesign Plan. Detail is provided for Year 1 and a reasonable overview is provided for Year two and three costs.</p>   | <p>Proposed expenditures in the grant budget are partially connected to the proposed intervention(s). It is unclear how certain aspects of the district’s approach and school-level strategies will be funded, either through the grant funds or other from other resources.</p>  | <p>Proposed expenditures are not connected with the proposed intervention(s) and do not appear to support the implementation timeline. It is unclear how central components of the district’s approach and school-level strategies will be funded.</p> |

## Massachusetts School Redesign Grant Cohort V – Scoring Rubric

### Massachusetts School Redesign Grant

#### Interview Scoring Rubric

##### Participants and Process

All districts and component schools that receive an initial score of **74** or above will be invited to a 1-2 hour interview.

**The district team** should include: (1) the Superintendent (or designee); (2) a member of the School Committee; (3) and the district leader responsible for coordinating the implementation of school redesign efforts.

**The school team** may include up to five individuals and should include: (1) the Principal (or designee); (2) two members of the school’s redesign team; (3) the administrator(s) responsible for coordinating and managing school redesign effort; and (4) teachers or other individuals (e.g., parents, students) that can speak to the willingness of the school to engage in the proposed redesign effort.

During the interview, the district and school team will be asked to provide a brief 15-minute presentation of the proposed redesign 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 District and School Interview scoring rubric will be used during the interview process.

| <b>District Interview Scoring Rubric – Capacity and Commitment</b>   |  |   |  |   |
|--|--|---|--|---|
| <b>Scoring Criteria:</b> Evidence that district leaders understand the needs of identified schools and barriers to successful implementation of proposed intervention models and display a demonstrated urgency and willingness to engage in the hard work needed to dramatically change and improve identified schools. The extent to which the district demonstrates a thorough understanding of the proposed strategies and interventions, including the actions (e.g., policy actions, changes in structures, changes in behavior and culture, and additional initiatives) that need to occur for the district and school redesign efforts to be successful. |  |   |  |   |
|  | <b>Strong - 4</b>  | <b>Adequate - 3</b>   | <b>Marginal - 2</b>  | <b>Weak - 1</b>   |
| <b>Knowledge of Redesign Plan and Key District and School Issues</b>   | District representatives clearly describe the central issues and needs facing the district and identified schools, provide a strong rationale for the selection of the intervention model(s), and discuss the major actions (policy, structural, cultural, other) that will occur as part of redesign efforts. The team clearly describes how implementation challenges will be addressed. Team members describe a unified and systematic approach to redesign and an urgency to change and improve. | District representatives describe the central issues and needs facing the district and identified schools and explain why the intervention model(s) was selected. There is general discussion of implementation challenges and the major actions that need to be taken. Team members display a unified approach and some urgency to change and improve. | District representatives generally describe the issues and needs facing the district and identified schools and provide some reasons for why the intervention model was selected. There is some discussion of implementation challenges and the major actions that need to be taken, but it is unclear that there is a unified approach and urgency to change and improve. | 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. The team does not appear to have the urgency or willingness take the steps needed to engage in dramatic change. |
| <b>Ability to Address Questions</b>  | District representatives fully address questions regarding proposed redesign efforts, specifically in those areas rated below adequate in the review of the Redesign Plan.   | District representatives address nearly all of the questions regarding proposed redesign efforts, specifically in those areas rated below adequate in the review of the Redesign Plan.  | District representatives address some of the questions regarding proposed redesign efforts, specifically in those areas rated below adequate in the review of the Redesign Plan.   | District representatives address none, or only a few of the questions in those areas rated below adequate in the review of the Redesign Plan.   |

## Massachusetts School Redesign Grant Cohort V – Scoring Rubric

| <b>School Interview Scoring Rubric – Capacity and Commitment</b>   |  |   |   |   |
|--|--|---|---|---|
| <b>Scoring Criteria:</b> Evidence that school leaders understand the needs of the schools and barriers to successful implementation of the proposed intervention model and display a demonstrated urgency and willingness to engage in the hard work needed to dramatically change and improve the school. The extent to which the school team demonstrates a thorough understanding of the proposed strategies and interventions, including the actions (e.g., policy actions, changes in structures, changes in behavior and culture, and additional initiatives) that need to occur for the school redesign efforts to be successful. |  |   |   |   |
|  | <b>Strong - 4</b>  | <b>Adequate - 3</b>   | <b>Marginal - 2</b>   | <b>Weak - 1</b>   |
| <b>Knowledge of Redesign Plan and Key District and School Issues</b>   | School representatives clearly describe the central issues and needs facing the school, provide a strong rationale for the selection of the intervention model, and discuss the major actions (policy, structural, cultural, other) that will occur as part of redesign efforts. The team clearly describes how implementation challenges will be addressed. Team members describe a unified and systematic approach to redesign and an urgency to change and improve. | School representatives describe the central issues and needs facing the school and explain why the intervention model was selected. There is general discussion of implementation challenges and the major actions that need to be taken. Team members display a unified approach and some urgency to change and improve. | School representatives generally describe the issues and needs facing the school and provide some reasons for why the intervention model was selected. There is some discussion of implementation challenges and the major actions that need to be taken, but it is unclear that there is a unified approach and urgency to change and improve. | 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. The team does not appear to have the urgency or willingness take the steps needed to engage in dramatic change. |
| <b>Ability to Address Questions</b>  | School representatives fully address questions regarding proposed redesign efforts, specifically in those areas rated below adequate in the review of the Redesign Plan.   | School representatives address nearly all of the questions regarding proposed redesign efforts, specifically in those areas rated below adequate in the review of the Redesign Plan.  | School representatives address some of the questions regarding proposed redesign efforts, specifically in those areas rated below adequate in the review of the Redesign Plan.  | School representatives address none, or only a few of the questions in those areas rated below adequate in the review of the Redesign Plan.   |

**Massachusetts School Redesign Grant Cohort V – Scoring Rubric**

**School Redesign Grant Scoring Sheet**

District Name:  
 School Name:  
 Review Team:

|  | <b>Capacity and Commitment</b> | <b>Data Analysis for Selection of Supports and Intervention Model</b> | <b>Strategic and Actionable Approach</b> | <b>Total</b> | <b>Comments</b> |
|--|--------------------------------|---|--|--------------|-----------------|
| <b>Executive Summary</b>                           | 4                              | NA  | NA                                       | 4            |                 |
| <b>District-Level Redesign</b>                     | 20                             | 4   | 8  | 32           |                 |
| <b>School-Level Redesign</b>                       | 16                             | 12  | 8  | 36           |                 |
| <b>Implementation Timeline and Benchmarks</b>      | 4                              | 4   | 12                                       | 20           |                 |
| <b>Measurable Annual Goals</b>                     | 4                              | 4   | NA                                       | 8            |                 |
| <b>Budget</b>                                      | 8                              | NA  | 4  | 12           |                 |
| <b>Federal Intervention Model Requirements Met</b> | NA                             | NA  | NA                                       | Yes/No       |                 |
| <b>Assurances and Waivers</b>                      | NA                             | NA  | NA                                       | Yes/No       |                 |
| <b>Dimension Totals</b>                            | 56                             | 24  | 32                                       | <b>112</b>   |                 |
| <b>Comments</b>                                    |                                |   |  |              |                 |

|                           |   |    |    |            |  |
|---------------------------|---|----|----|------------|--|
| <b>District Interview</b> | 8 | NA | NA | 8          |  |
| <b>School Interview</b>   | 8 | NA | NA | 8          |  |
| <b>Total*</b>             |   |    |    | <b>128</b> |  |

**\*Applications must receive a total combined score of at least 90 (out of 128) to be considered for funding.**



## School Redesign Grant: FY15 Renewal Application

### School Redesign Grant Renewal Application Directions

#### Content of FY15 Renewal Application

#### **I. Submission Requirements**

#### **II. Overview**

#### **III. Guidance**

##### **Renewal Application Materials and Instructions**

- School Submission:
  - School Successes and Challenges Summary
  - Focus on Two Priority Areas for Improvement
  - Budget and Sustainability
- District Submission:
  - District Systems Analysis: What worked? What didn't? What will be changed?
  - FY15 Budget Workbook
  - Assurances and Waivers Form

#### **IV. Resources**

#### **V. Appendices**

- Appendix A: Renewal Application Scoring Rubric
- Appendix B: Implementation Benchmarks Guidance



**School Redesign Grant: FY15 Renewal Application**

| <b>Renewal Application Packet</b>  | <b>Submit by email</b>  | <b>Submit hard copy</b>  | <b>Date Due</b>                         |
|--|---|--|---|
| <u>School Submission</u> <ul style="list-style-type: none"> <li>• School Successes and Challenges</li> <li>• Focus on Two Priority Areas for Improvement</li> <li>• Budget and Sustainability</li> </ul> | One (1) electronic copy to be submitted for <b>each</b> SRG school. | Four (4) hard to be submitted for <b>each</b> SRG school.  | By <u>noon</u> on <b>March 26, 2014</b> |
| <u>District Submission</u> <ul style="list-style-type: none"> <li>• District Systems Analysis</li> <li>• FY15 Budget Workbook</li> <li>• Assurances &amp; Waivers Form</li> </ul>                        | One (1) electronic copy to be submitted for the entire district.    | Four (4) hard copies of the District Systems Analysis and the FY15 Budget<br><br>One (1) signed copy of the Budget Cover Page and Assurance & Waivers Form | By <u>noon</u> on <b>March 26, 2014</b> |

Electronic copies to be sent to: [SRG@doe.mass.edu](mailto:SRG@doe.mass.edu)

Hard copies to be sent to: Erica Champagne  
 Office of District and School Turnaround  
 Massachusetts Department of Elementary and Secondary Education  
 75 Pleasant Street  
 Malden, MA 02148-4906



## School Redesign Grant: FY15 Renewal Application

### **I. Submission Requirements**

#### **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 Renewal awards by May 26, 2014. Any questions regarding the SRG Renewal Application should be directed to Erica Champagne at [srg@doe.mass.edu](mailto:srg@doe.mass.edu) or 781-338-3521.

**SRG Renewal Process Technical Assistance Sessions:** ESE will host a SRG 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.

#### **TA Session:**

Date: TBD  
Time: TBD  
Location: Via Webinar  
Registration: Link TBD

**Please RSVP at your earliest convenience via the registration link.**



## **School Redesign Grant: FY15 Renewal Application**

### **II. Overview**

The School Redesign Grant (SRG) Renewal Application process is an important component of the Department of Elementary and Secondary Education's (ESE) implementation of the SRG program. The renewal process has dual goals: (1) to provide an opportunity for districts and schools to reflect upon successes and challenges of the past year and describe strategies planned to be implemented in the coming school year and (2) to formally review the progress of SRG-funded schools in reference to stated goals and implementation benchmarks to determine funding for 2014-2015.

#### **The SRG Renewal Application Process is focused on the following questions:**

- What worked and what didn't work (and how do you know)?
- Given this analysis, what changes will be implemented for the coming year?

#### **The SRG Renewal Application Process includes the following components**

1. District and school completion and district submission of Renewal Application packet for each SRG school by March 26, 2014, including participation of district and school leaders in a SRG Renewal Process technical assistance session.
2. Formal review of Renewal Application packet by ESE based on the Scoring Rubric for each school.
3. Announcement of Awards of FY14 funding by May 26, 2014.

Table A (next page) provides an overview of the various parts of the SRG Renewal Application. Applications are due **March 26, 2014**.

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: School Redesign Grant Renewal Application: Overview**

| Application Section                         | Questions/Prompts   | Data Resources   |
|---|---|--|
| <b><u>School Submission</u></b>             |   | Student achievement data   |
| School Successes and Challenges             | <ol style="list-style-type: none"> <li>Summarize two (2) of the school’s most successful accomplishments.</li> <li>Discuss an example of how strategies outlined in the Redesign Plan are working together in a coherent fashion to support dramatic improvement, and explain how. Also, provide an example of where strategies are not working together in a coherent fashion, and explain why not.</li> <li>Specific to this school, provide one (1) example of district systems (structures, strategies, resources, practices, and policies) that contributed to the school’s improvement efforts in the past year and explain how. If any examples of district systems exist that limited or hindered the school’s capacity to pursue significant changes at this school during the past year, provide one (1) example and explain how.</li> <li>List the partners that are engaged in your school’s redesign efforts. Provide one (1) example of how partners are positively impacting your school’s turnaround work, providing evidence/data to support your claim. Also, provide one (1) example of a challenge school leadership and/or partners in the school have faced, and how leadership and partners worked together to resolve it.</li> <li>As this school year comes to a close, what is different for students and what is different for the adults in the school? As a school – are you where you expected to be after the first year(s)? If not, explain why.</li> </ol> | Data predictive of MCAS performance<br><br>Monitoring Site Visit report(s)<br><br>District Systems of Support Review Report<br><br>Implementation benchmark data                               |
| Focus on Two Priority Areas for Improvement | <ol style="list-style-type: none"> <li>What worked well this year? And based on what evidence?</li> <li>What didn’t work well this year, or didn’t work as well as intended? And based on what evidence?</li> <li>Given what worked and what didn’t, what will you do differently this coming year and how will these changes support rapid improvement?</li> </ol>   | Conditions for School Effectiveness<br><br>Conditions for School Effectiveness Self-Assessment(s)  |
| Budget and Sustainability                   | <ol style="list-style-type: none"> <li>Did actual grant expenditures in FY14 (district-level and school-level) match, or not match, the original budget projection for FY14? Did any changes in FY14 grant expenditures affect the budget projection for FY15?</li> <li>How do you plan on sustaining turnaround efforts after Year 3 of funding? 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 will the strategies be funded after SRG?</li> </ol>  | Measurable Annual Goals (MAGs) data<br><br>Administration, teacher, and staff observations   |
| <b><u>District Submission</u></b>           |   |  |
| District Systems of Support Analysis        | <ol style="list-style-type: none"> <li>What proposed district systems, supports and policies worked well this year and positively contributed to rapid improvement in the district’s SRG school(s)? And based on what evidence?</li> <li>With regard to district systems, what didn’t work this year, or didn’t work as well as intended, for supporting rapid improvement in the district’s SRG school(s)? And based on what evidence?</li> <li>Given what worked and what didn’t, which supports and policies will be refined, revised, or added to your district’s system of support to accelerate the implementation of turnaround/transformation in your district? And what is the rationale for these refinements, revisions, and/or additions? What do you expect to be different and why?</li> <li>How is the district systematically differentiating support(s) to its lowest-performing schools (SRG, Level 4 and/or Level 3) to ensure all schools are successful in their turnaround efforts? (e.g. do Level 4 schools get priority access to district assistance? Through what process/structure?) Provide evidence to support the effectiveness of this system.</li> <li>Based on your schools’ answers to the Budget Section, what processes has the district put in place to sustain successful school and district-level practices and programs after Year 3 of the School Redesign Grant?</li> </ol>  | Parent/student/community survey data<br><br>Original School Redesign Grant proposal(s)<br><br>MTSS Self-Assessment<br><br>FY14 Amendments<br><br>Academic Return on Investment Analysis (AROI) |



## School Redesign Grant: FY15 Renewal Application

### III. Guidance

#### The SRG Renewal Application has multiple purposes:

---

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-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)
- 

**School Submission:** The School Submission is divided into three sections: School Successes and Challenges, Focus on Two School Priority Areas for Improvement, and FY15 Budget and Sustainability. Each section will be scored according to the Scoring Rubric in Appendix A. It is important to note that schools are expected to provide examples, data, and evidence to support each response.

**School Successes and Challenges:** This section is intended for schools to identify and summarize accomplishments and challenges over the past year based on evidence (data and observations). School and district teams are encouraged to respond to the prompts as a means to provide a “big picture” overview of the school’s redesign efforts in the 2013-2014 school year.

**Focus on Two Priority Areas for Improvement:** In this section, schools should first identify two (2) Priority Areas for Improvement that the school has struggled with during the previous year. The questions in this section are intended to provide an opportunity for school teams to engage in an exploration of data and evidence to determine what worked in this Priority Area for Improvement, what did not work, and what specific steps and strategies the school will employ in FY15 to improve in this critical area of redesign work.

School teams can assess all collective data and evidence relative to its turnaround progress and identify the two areas where it faces the most significant challenges to select the two Priority Areas for Improvement. These two Priority Areas for Improvement may or may not directly align with the areas identified in the Monitoring Site Visit prioritization session. Regardless of the selection process, the two areas chosen should be those that the school team views as its most significant barriers to successful turnaround



## School Redesign Grant: FY15 Renewal Application

and is committed to improving upon in the coming year, and should be aligned to the Priority Areas for Improvement identified in the school's original Redesign Plan.

**FY15 Budget and Sustainability:** In addition to specific prompts in the FY15 Renewal Budget Workbook, the three questions in this section are intended to address spending in FY14 and to focus the school and district on preparing for the eventual end of School redesign grant funding. Regardless of where a school is in its implementation timeline (Year 2 or 3) it should be working to develop a focused, strategic plan to address the sustainability of turnaround efforts accomplished through the grant.

**District Submission:** The prompts in this section are intended for district teams to identify, articulate, and communicate which district systems effectively supported school turnaround and transformation and which district systems may need to be refined, revised, or added to more effectively support rapid school improvement. Districts are also asked to specifically address how it differentiates support to its most struggling schools, and to articulate its plans to support turnaround sustainability efforts of its schools.

**Information used to make funding decisions:** ESE is committed to holding districts and schools accountable for meeting the terms of the SRG Redesign Plan, including, but not limited to, meeting Measurable Annual Goals (MAGs). Two key pieces of data that ESE will use when making funding decisions include:

1. Evidence of improved student performance and results, based on attainment of Measurable Annual Goals and
2. 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 Renewal Application.

### **IV. Resources**

Conditions for School

Effectiveness <http://www.doe.mass.edu/sda/review/school/process.html?section=essential>

District Standards and Indicators

<http://www.doe.mass.edu/sda/review/district/StandardsIndicators.pdf>

Level 4 Schools Assistance Materials

<http://www.doe.mass.edu/sda/framework/level4/>



**School Redesign Grant: FY15 Renewal Application**

**Appendix A: Scoring Rubric**

|  |   | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>   |
|--|---|--|--|--|--|
| <b>Rubric Item #1 for each Prompt</b>                                | <b>Clear and cogent assessment/analyses in response to the specified question</b> | The assessment/analysis does not respond to the specified question   | The assessment/analysis provides an unclear response to the specified question   | The assessment/analysis provides a clear and cogent response to the specified question   | The assessment/analysis provides a well-articulated and comprehensive response to the specified question   |
| <b>Rubric Item #2 for each Prompt</b>                                | <b>Use of relevant evidence/data in support of the analysis</b>                   | There is little or no use of evidence/data supporting the assessment/analysis  | While some evidence/data is provided, it not relevant or does not sufficiently support the assessment/analysis                               | Some evidence/data is used that is relevant and sufficiently supports the assessment/analysis  | Multiple data sources are used that are directly relevant and substantially support the assessment/analysis  |
| <b>For Early Evidence of Change Benchmarks Only – Rubric Item #1</b> | <b>Clear and aligned early evidence of change benchmarks</b>                      | The early evidence of change benchmarks are incomplete   | The early evidence of change benchmarks are unclear or insufficiently measured and are not aligned to specified priority/strategies          | The early evidence of change benchmarks are clear and will be adequately measured in a timely manner, and are aligned to specified priority/strategies | The early evidence of change benchmarks are well-articulated and will be well-measured in a timely manner, and are aligned to specified priority/strategies                    |
| <b>For Budget Workbook Only – Rubric Item #1</b>                     | <b>Alignment of FY15 Budget Projections to Redesign Plan</b>                      | The budget narrative provides little or no explanation for how proposed grant expenditures align with FY15 priorities and strategies | The budget narrative provides an explanation of proposed grant expenditures, but some items do not align with FY15 priorities and strategies | The budget narrative provides an explanation of how proposed grant expenditures are aligned with FY15 priorities and strategies                        | The budget narrative provides a well-articulated explanation of how proposed grant expenditures are aligned with FY15 priorities and strategies, and are supported by evidence |



### School Redesign Grant: FY15 Renewal Application

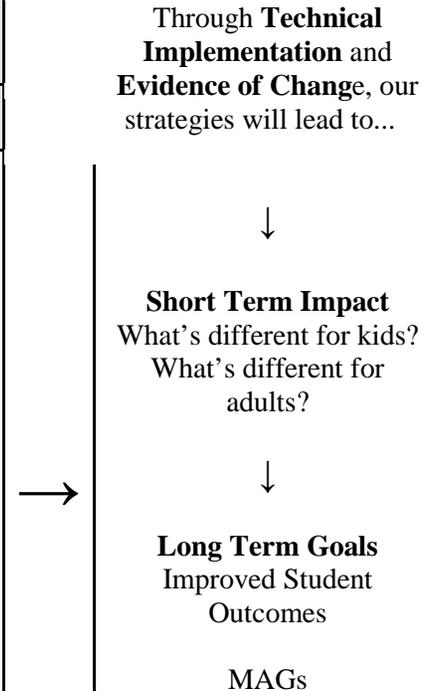
Renewal Applications are based on a total of 100 possible points for 5 sections.

| <b>Sections</b>                             | <b>Possible Points</b> |
|---|------------------------|
| <b>School Successes and Challenges</b>      | <b>20</b>              |
| <b>Priority 1</b>                           | <b>20</b>              |
| <b>Priority 2</b>                           | <b>20</b>              |
| <b>Budget and Sustainability</b>            | <b>8</b>               |
| <b>District Systems of Support Analysis</b> | <b>28</b>              |
| <b>FY15 Budget Workbook</b>                 | <b>4</b>               |
| <b>Grand Total</b>                          | <b>100</b>             |



**School Redesign Grant: FY15 Renewal Application**

| Priority Area for Improvement   | Strategies (Policies, Practices, Programs)  | Implementation Benchmarks<br>How will you know that what you are doing is working?  |   |
|---|---|---|---|
|   |   | Technical Implementation  | Early Evidence of Change  |
| <p><u>Examples:</u></p> <p>1. Improve and increase instruction through use of the RTI model and increased professional development</p> <p>2. Ensure students' readiness to learn through provision of holistic social, emotional, and wellness supports in school and in community partnerships</p> | <p><b>Professional development</b> for staff and leaders</p> <p><b>Structural</b> changes (schedules, meeting structures, redesign teams)</p> <p><b>Policy</b> changes</p> <p><b>Staffing</b> or <b>role</b> changes (e.g., coaches, tutors)</p> <p><b>New programs</b> (e.g., a new wellness program)</p> <p>Completion and application of <b>core components</b> (e.g., common assessments, aligned curriculum)</p> | <p><i>Evidence that the technical aspects of the strategy/activity/training have been implemented.</i></p> <ul style="list-style-type: none"> <li>• # of teachers participate in training</li> <li>• New schedule or teaming structure in place</li> <li>• Staff hired</li> <li>• Policy change adopted</li> <li>• New assessment system developed</li> <li>• Curriculum aligned</li> </ul> | <p><i>How will you know that the strategy is having its intended impact? On what/who?</i></p> <p>-Changes in actions<br/>-Changes in discourse<br/>-Changes in instruction<br/>-Changes in belief</p> |



**Appendix B: Developing useful and meaningful Implementation Benchmarks**



## **School Redesign Grant: FY15 Renewal Application**



## School Redesign Grant: Renewal Application School Submission

### Instructions

#### **Purpose**

To identify and summarize accomplishments and challenges over the past year based on evidence (data and observations), to identify the two most important priorities for next year and communicate how the school will more effectively address them in order to rapidly improve the school, and to address budget related questions for FY15 and after SRG funding expires.

#### **Expected Product**

1. A clear and cogent response to each prompt in all three sections (**School Success and Challenges, Focus on Two Priority Areas for Improvement, and Budget and Sustainability**) drawing on directly relevant data.
2. A candid, well-articulated statement of what worked, didn't work, and what the school will do differently next year to effectively impact rapid improvement in two identified Priority Areas for Improvement drawing on directly relevant data. Two key "early evidence of change" benchmarks to be used to monitor progress in each Priority Area for Improvement.

#### **Recommended Data Resources**

- *Student Achievement Data*
- *Data predictive of MCAS performance*
- *Measurable Annual Goals (MAGs) data*
- *2013-2014 Monitoring Site Visit report*
- *Original School Redesign Grant proposal*
- *Implementation Benchmark Data*
- *Conditions for School Effectiveness*
- *Conditions for School Effectiveness Self-Assessment*
- *MTSS Self-Assessment*
- *Administration, teacher, and staff observations*
- *Parent, Student, and/or Community Survey Data*
- *Academic Return on Investment Analysis*
- *FY14 Amendments*

**\*Refer to the Scoring Rubric in Appendix A** when completing this section.

**To be completed by the School Team, with district representation.**

### Guidance

One to four paragraphs in response to each prompt should be sufficient in providing ESE with the detail expected. Bulleted items are allowable. Refer to Section III: Guidance in the School Redesign Grant Renewal Application Directions before completing the School Submission Section.

### Process Suggestion

As a district and school team, use the *School Submission* template to collaboratively discuss the listed questions in the form, using the following steps.

- Review the school's progress against 2013-2014 Implementation Benchmarks.
- Review the school's strategies within and across the Conditions for School Effectiveness.



## **School Redesign Grant: Renewal Application**

### **School Submission**

- Review the school's Monitoring Site Visit report and its findings.
- When challenges are identified, consider the following potential reasons for the challenge:
  - Implementation challenges or contextual issues influencing implementation
  - Resource, budget, or capacity issues
  - Effectiveness and/or alignment of strategy with target population



**School Redesign Grant: Renewal Application**  
**School Submission**

**School Successes and Challenges**

**District:** <Insert District Name>                      **School:** <Insert School Name>  
**Renewal Year:** (circle one)                      Two                      Three

1. Summarize two (2) of the school’s most **successful accomplishments** over the past year in the implementation of the Redesign Plan. Provide examples and evidence/data to support your claims.

<Insert Narrative>

2. A key factor contributing to successful school turnaround efforts is the degree to which strategies are aligned to support dramatic improvement efforts.

Discuss an example of how strategies outlined in the Redesign Plan are **working together in a coherent fashion** to support dramatic improvement, and explain how. Also, provide an example of where strategies are not working together in a coherent fashion, and explain why not.

<Insert Narrative>

3. Another important factor contributing to successful school turnaround efforts is the degree to which the district has supported schools’ improvement efforts through the revision and provision of new district systems that particularly enable and support school turnaround and transformation efforts.

Specific to this school, provide one (1) example of **district systems** (structures, strategies, resources, practices, and policies) that contributed to the school’s improvement efforts and explain how. If any examples of district systems exist that limited or hindered the school’s capacity to pursue significant changes at this school, provide one (1) example and explain how.

<Insert Narrative>

4. List the partners that are engaged in your school’s redesign efforts. Provide one (1) example of how partners are positively impacting your school’s turnaround work, providing evidence/data to support your claim. Also, provide one (1) example of a challenge school leadership and/or partners in the school have faced, and how leadership and partners worked together to resolve it.

<Insert Narrative>



**School Redesign Grant: Renewal Application**  
**School Submission**

5. As this school year comes to a close, what is different for students and what is different for the adults in the school? As a school – are you where you expected to be after the first year(s)? If not, explain why.

<Insert Narrative>



School Redesign Grant: Renewal Application
School Submission

Focus on Two Priority Areas for Improvement

PRIORITY AREA FOR IMPROVEMENT 1:

State Priority 1 in one to two sentences and briefly outline or bullet the key strategies supporting this priority.

<Insert Priority>

For this priority:

- 1. What worked well this year? And based on what evidence? (Please refer to recommended data resources.)

<Insert Narrative>

- 2. What didn't work well this year, or didn't work as well as intended? And based on what evidence? (In your response, refer to recommended data resources AND consider some of the reasons that your strategy may not have been effective, such as: implementation or contextual challenges; resource or capacity issues, including issues related to budget allocation; and the effectiveness of the strategy itself.)

<Insert Narrative>

- 3. Given what worked and what didn't, what will you do differently this coming year and how will these changes support rapid improvement? (In your response, please discuss how the proposed changes will influence shifts in budget allocation, staffing, or use of external providers and resources.)

<Insert Narrative>

List two key early evidence of change benchmarks that will be used to assess progress in Priority Area for Improvement 1 during the 2014-15 school year. (Refer to Appendix B)

Table with 3 columns: Early Evidence of Change Benchmark, Measurement Tool, Dates Assessed (monthly, quarterly, annually). Rows 1 and 2.



School Redesign Grant: Renewal Application
School Submission

Focus on Two Priority Areas for Improvement

PRIORITY AREA FOR IMPROVEMENT 2:

State Priority 2 in one to two sentences and briefly outline or bullet the key strategies supporting this priority.

<Insert Priority>

For this priority:

- 1. What worked well this year? And based on what evidence? (Please refer to recommended data resources.)

<Insert Narrative>

- 2. What didn't work well this year, or didn't work as well as intended? And based on what evidence? (In your response, refer to recommended data resources AND consider some of the reasons that your strategy may not have been effective, such as: implementation or contextual challenges; resource or capacity issues, including issues related to budget allocation; and the effectiveness of the strategy itself.)

<Insert Narrative>

- 3. Given what worked and what didn't, what will you do differently this coming year and how will these changes support rapid improvement? (In your response, please discuss how the proposed changes will influence shifts in budget allocation, staffing, or use of external providers and resources.)

<Insert Narrative>

List two key early evidence of change benchmarks that will be used to assess progress in Priority Area for Improvement 2 during the 2014-15 school year. (Refer to Appendix B)

Table with 3 columns: Early Evidence of Change Benchmark, Measurement Tool, Dates Assessed (monthly, quarterly, annually). Rows 1 and 2.



**School Redesign Grant: Renewal Application**  
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**Budget and Sustainability**

1. Did actual grant expenditures in FY14 (district-level and school-level) match, or not match, the original budget projection for FY14? Did any changes in FY14 grant expenditures affect the budget projection for FY15?

<Insert Narrative>

2. How do you plan on sustaining turnaround efforts after Year 3 of funding? 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 will the strategies be funded after SRG?

<Insert Narrative>



## School Redesign Grant: Renewal Application District Submission

### Instructions

#### **Purpose**

To identify, articulate, and communicate which district systems effectively supported school turnaround and transformation and which district systems may need to be refined, revised, or added to more effectively support rapid school improvement.

#### **Expected Product**

1. A clear and cogent response to each prompt drawing on directly relevant data.
2. A candid, well-articulated statement of what worked, didn't work, and what the district will do differently next year to effectively impact rapid improvement in its schools' turnaround efforts.
3. Two key "early evidence of change" benchmarks to be used to monitor the progress of your district systems for school support and intervention. (Refer to Appendix B.)

**To be completed by the District Team, with school representation.**

**\*Refer to Appendix A (Scoring Rubric)** when completing this section.

#### **Recommended Data Resources**

- *Student Achievement Data*
- *Data Predictive of MCAS*
- *District Systems of Support Review Report*
- *Monitoring Site Visit Report(s)*
- *Original School Redesign Grant Proposal(s)*
- *Implementation Benchmark Data*
- *Conditions for School Effectiveness*
- *Measurable Annual Goals (MAGs) Data*
- *Administration, teacher, and staff observations*
- *Parent, Student, Community Survey Data*
- *Original School Redesign Grant Proposal*
- *FY14 Amendments*
- *Academic Return on Investment Analyses*

### **Guidance**

As a district team, use the *District Systems of Support Analysis* form to record the efficacy of the proposed district-level systems (structures, strategies, and policies) as they may have effectively supported or failed to support SRG schools, and provide key data and highlights of evidence supporting the analysis. One to three paragraphs in response to each question should be sufficient in providing ESE with the detail expected. Bulleted items are allowable. Refer to Section III: Guidance in the School Redesign Grant Renewal Application Directions before completing the District Submission Section.

### **Process Suggestion**

Districts should develop responses to the listed questions based on existing reviews of district systems to support SRG school(s). If the district has not yet undertaken a formal review, the district is encouraged to convene key district office personnel and school leaders to engage in a review of the district's systems (strategies, use of resources, practices, and policies) to foster and assist schools in their turnaround and transformation efforts. In this process, consider the following resources and data:

- Applicable progress monitoring and qualitative and/or quantitative data in relationship to the 2014-2015 identified implementation benchmarks, including Monitoring Site Visit report(s).



## **School Redesign Grant: Renewal Application**

### **District Submission**

- Outcome data from schools as impacted by district strategies, use of resources, practices and policies.
- Consider the six district standards<sup>1</sup> that ESE has established as critical for effective district systems and how elements of the district's support in these areas have or have not contributed to successful activities in SRG school(s).

---

<sup>1</sup> Leadership and governance, curriculum and instruction, assessment and program evaluation, human resources and professional development, student support, and financial management.



**School Redesign Grant: Renewal Application**  
**District Submission**  
**District Systems of Support Analysis**

**District:** <Insert District Name>

**School(s):** <Insert School Name(s)>

**Renewal Year:** (circle one)            Two            Three

1. What proposed district systems worked well this year and positively contributed to rapid improvement in the district’s SRG school(s)? And based on what evidence? *(Please refer to recommended data resources.)*

<Insert Narrative>

2. With regard to district systems, what didn’t work this year, or didn’t work as well as intended, for supporting rapid improvement in the district’s SRG school(s)? And based on what evidence? *(Please refer to recommended data resources.)*

<Insert Narrative>

3. Given what worked and what didn’t, which supports and policies will be refined, revised or added to your district’s system of support to accelerate the implementation of turnaround/transformation in your district? And what is the rationale for these refinements, revisions or additions? What do you expect to be different and why?

<Insert Narrative>

4. How is the district systematically differentiating support(s) to its lowest performing schools (SRG, Level 4 and/or Level3) to ensure all schools are successful in their turnaround efforts? (e.g. do Level 4 schools get priority access to district assistance? Through what process/structure?) Provide evidence to support the effectiveness of this system.

<Insert Narrative>

5. Based on your schools’ answers to the Budget Section, what processes has the district put in place to sustain successful school and district-level practices and programs after Year 3 of the School Redesign Grant?

<Insert Narrative>



## School Redesign Grant: Renewal Application

### District Submission

Please list two key *early evidence of change* benchmarks that will be used to assess progress in District Systems during the 2014-15 school year. (Refer to Appendix B)

| Early Evidence of Change Benchmark | Measurement Tool | Dates Assessed (monthly, quarterly, annually) |
|------------------------------------|------------------|---|
| 1.                                 |                  |   |
| 2.                                 |                  |   |



**School Redesign Grant: Renewal Application  
District Submission**

|  |                          |
|--|--------------------------|
| <b>Name of Grant Program:</b> School Redesign Implementation Grant | <b>Fund Code:</b><br>511 |
|--|--------------------------|

|                       |                  |
|-----------------------|------------------|
| <b>District Name:</b> | <b>LEA Code:</b> |
|-----------------------|------------------|

|   |
|---|
| <b>ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.</b>  |
| <p>The LEA must assure that it will—</p> <ol style="list-style-type: none"> <li>(1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements;</li> <li>(2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;</li> <li>(3) If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;</li> <li>(4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;</li> <li>(5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,</li> <li>(6) Report to the SEA the school-level data required under section III of the final requirements.</li> </ol> <p><b>Note:</b> Most of the school-level data elements are already submitted via current data collections (e.g., SIMS). ESE will provide further guidance and assistance to minimize the data collection burden for any new elements.</p> |

|   |
|---|
| <b>WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.</b>   |
| <p>The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> “Starting over” in the school improvement timeline for participating schools implementing a turnaround or restart model.</li> <li><input type="checkbox"/> Implementing a schoolwide program in a participating school that does not meet the 40 percent poverty eligibility threshold.</li> <li><input type="checkbox"/> Do not wish to implement either waiver at this time.</li> </ul> |

|                                      |  |
|--------------------------------------|--|
| <b>Typed Name of Superintendent:</b> |  |
| <b>Signature of Superintendent:</b>  |  |
| <b>Date:</b>                         |  |



**School Redesign Grant: Renewal Application**  
**District Submission**

## Overview | [Table of Contents](#)

### Step One - Before you begin

The budget workbook is a Microsoft Excel file which includes macros that enable the workbook to compute totals and summary tables.

**Please do NOT use the copy and paste functions within this workbook. It will create problems with the formulas embedded in the workbook.**

For **Microsoft Office 2000/2003**, you may need to change the security setting in Excel. In Excel, click 'Tools', 'Macro', and then 'Security'. When the dialog box appears, change the security setting to 'Medium' and then click 'OK'. Close the Excel Application. You can now open the budget file.

For **Microsoft Office 2007** you may need to change the security setting in Excel. In Excel, click on the 'Office Button' located on the upper left of Excel. Select 'Trust Center' located on the left panel. Click on 'Trust Center Setting'. Select 'Macro Settings' and then select 'Enable all macros (not recommended, potentially dangerous code can run)'. Close the Excel Application. You must save the workbook as an earlier version of Excel (.xls **not** .xlsx).

For all worksheets, yellow cells are area where you can input information. All green/blue cells contain pre-populated information and cannot be inputted in the protected cell.

### Step Two - Select your LEA - **DO NOT SKIP THIS STEP**

[Table of Contents](#)

Access the Cover Sheet by clicking the link in the Table of Contents below or the appropriate tab at the bottom of this workbook. Select your LEA's name from the drop-down list. Doing so prepopulates information on other sheets in the workbook. Enter your contact information, including an alternative telephone number/email address.

### Step Three - Identify schools submitting a School Redesign Grant Renewal Application

[Table of Contents](#)

Access the Schools Served sheet by clicking the link in the Table of Contents below or the appropriate tab at the bottom of this workbook. For each school in your LEA submitting a SRG renewal application, select the appropriate intervention model that has been implemented. Then complete the school-level budget detail page. Also complete the LEA-level budget detail page for any LEA-level expenditures designed to directly support implementation of these interventions at the selected schools only.

### Step Four - Complete budget pages for each identified school and for LEA-level activities.

[Table of Contents](#)

Access each budget page through links within the Schools Served sheet. Please provide complete narrative and budget information in each sheet.

### Step Five - Check Combined Budget Page

[Table of Contents](#)

In Step Four you entered budget information on one or more worksheets on your LEA's proposed activities. This information will transfer automatically to the Combined Budget page to create a combined total LEA grant budget. While you cannot change most details on the Combined Budget in this step you should ensure that the details from your school-level budget worksheet(s) are accurately represented. If not, please make the appropriate changes in the respective budget sheet. If applicable, you can enter the indirect costs directly on the Combined Budget Page.

### Step Six - Submit Grant Application

[Table of Contents](#)

**Grant application must be submitted by the deadline and in accordance with instructions outlined in the RFP.**

**Questions? Please email**

[SRG@doe.mass.edu](mailto:SRG@doe.mass.edu)

## [Overview](#) | [Table of Contents](#)

Click the links below to access worksheets in the budget workbook.

[Cover Sheet - Including Signature Page](#)

[Schools Served](#)

[LEA-Level Budget](#)

### School-Level Budget Sheet

*(Tabs with school names will appear after an intervention model is selected and the "Go to Budget Detail" link is clicked for each school on the Schools Served page.)*

[Implementation Combined Budget \(Read-only except for Indirect Costs\)](#)

[Implementation - Amendment Form \(AM 1\)](#)

[Indirect Cost Calculator](#)



Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION

**Fall 2013**  
**Level 4 / School Redesign Grant**  
**Monitoring Site Visit Protocol**

Massachusetts Department of Elementary & Secondary Education (ESE)  
Division of Accountability, Partnerships, and Assistance  
75 Pleasant Street, Malden, MA 02148  
Phone: 781-338-3000

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## Overview

The Department of Elementary and Secondary Education (ESE) is undertaking an integrated approach to grant assistance and school accountability. This integrated approach will establish common data collection processes to gather information that will be immediately useful to schools in their work, as well as useful to long-term accountability requirements. Of equal importance, an integrated approach will minimize the impact on school and district time required to participate in monitoring and accountability.

### What is the purpose of the Monitoring Site Visit?

The purpose of the Monitoring Site Visit (MSV) is to provide Level 4 schools and School Redesign Grant (SRG) recipients with formative feedback in support of turnaround efforts. The MSV will help districts and schools understand where turnaround implementation is successful or lagging, as well as how future plans can be improved.

### How is the MSV process designed?

The MSV process is designed around the 11 Essential Conditions for School Effectiveness (Essential Conditions). The Essential Conditions were developed in 2009 and voted into regulation by the Massachusetts Board of Elementary and Secondary Education in 2010 to represent a research- and practice-based consensus of practices for effective schools. The Essential Conditions are central to ESE's systems for accountability and assistance. The MSV focuses on the following Essential Conditions: Effective District Systems for School Support and Intervention; Effective School Leadership; Aligned Curriculum; Effective Instruction; Student Assessment; Tiered Instruction and Adequate Learning Time; and Student Social, Emotional, and Health Needs. The remaining Essential Conditions will be examined only when relevant to a school's turnaround efforts.

### What does the MSV entail?

The MSV process includes several key events to ensure a comprehensive evidence base. Evidence collection begins with a review of all relevant documents provided to the site visit team. The MSV will make use of existing data sources and those already planned for grant evaluation. While on site, evidence collection continues through classroom visits and focus group interviews with district and school leadership, instructional staff, and key partners.

Feedback to districts and schools – both verbal and written – will identify strengths and areas for improvement. ***For schools that were designated Level 4 in 2010 and are now eligible for exit, strength findings will only be presented if they represent fully and effectively implemented Essential Conditions. Similarly, improvement findings for schools that are eligible for exit from Level 4 status will only be presented if they represent lacking or ineffectively implemented Essential Conditions.*** As part of the MSV process, the site visit team will conduct a consultation to assist schools in prioritizing areas for improvement that are most likely to impact student achievement and outcomes. For schools that were designated as Level 4 in 2010, ESE may request a summary report for each school that reflects the progress made in embedding the Essential Conditions from the first MSV through the last MSV.

The MSV process places a high value on engaging the district and its school(s) in understanding progress toward implementation of turnaround initiatives. The process is evidence-based and can also be described as an open, frank professional dialog between the district, its school(s), and the site visit team. The

professionalism of the district, schools, and site visit team is essential in the process. There are clear roles and responsibilities that are designed to promote good rapport and clear communication among all parties. All site visit team members are governed by a code of conduct. Honesty, integrity, objectivity, and a focus on the best interests of students and staff are essential to the success and positive impact of the MSV.

## Process and Results

The site visit team is guided in its work by a code of conduct. Adherence to the code of conduct improves the quality of the site visit; districts and schools do not provide reliable evidence under unnecessary stress. Adherence to the code of conduct also creates a frank, professional tone, which the site visit team, the district, and the school may use to discuss evidence and emerging themes.

### CODE OF CONDUCT FOR SITE VISIT TEAMS\*

#### 1. Carry out work with integrity.

- a. Treat all those you meet with courtesy and sensitivity. Try to minimize stress.
- b. Allay anxiety through mutual respect and valuing opinions. Show an interest in what is said.
- c. Focus attention and questions on topics that will reveal how well students are learning.
- d. Assure confidentiality.

#### 2. Act in the best interests of students and staff.

- a. Emphasize that students come first and are at the center of the site visit.
- b. Wherever possible, work to others' convenience.
- c. Under no circumstances, criticize the work of a teacher or anyone else involved with the school.
- d. Classroom visits are used only to understand instruction at the school. Classroom visits are not evaluations. Specific feedback and information about individual teachers will not be shared with any school or district personnel.
- e. Teacher interviews and focus groups are confidential. Any information reported to the team will remain anonymous in both oral and written reports.
- f. Try to understand what leaders and teachers are doing and why. Be supportive.

#### 3. Be objective; base findings on evidence, not opinion.

- a. An individual's perception can be evidence, especially if supported by others' observations.
- b. Findings must be robust, fully supported by evidence, defensible and must inform the key questions.
- c. Findings must be reliable in that others would make the same finding from the same evidence.
- d. Be prepared to ask questions to establish whether a view is based on opinion or evidence. This applies, as well, to site visit team members' findings.
- e. Discussion with staff and site visit team members is part of the process to create a fair and secure evidence base from which corporate findings are made.
- f. If a given piece of evidence is not affecting students' learning or experience, it is then irrelevant.

*\*Acknowledgement of Massachusetts Charter School Site Visit Protocol and the OFSTED code of conduct.*

## DETAILED STEPS IN THE PROCESS

Following is an overview of the MSV, including preparation for the MSV, on-site evidence gathering, development of findings, feedback to the school, and the written report of findings.

### Preparation for the MSV

1. The project manager communicates with the district to determine dates for the site visit and to introduce district and school leadership to the protocol.
2. The project manager works with the district and its school(s) to begin establishing a specific schedule for the site visit.

**NOTE:** *There are a number of scheduling tasks to be completed. It is important that the district, school, and site visit team work collaboratively to identify a site visit schedule that is both mutually convenient and allows the site visit team to conduct all MSV activities as outlined in the protocol (see Appendices).*

3. Throughout the pre-visit planning, the project manager is available to assist the district and its school(s) in planning and to answer any questions.
4. The district and its school(s) use the site visit checklist (see Appendix A) to ensure that all preparation has been completed prior to the visit.
5. All members of the site visit team are responsible for reviewing documents provided by ESE and the district prior to the site visit.

### Evidence Gathering On Site and Feedback

1. The site visit team continues to review documents and conduct focus groups and school visits in accordance with the visit schedule. It meets regularly during the visit to share evidence.
2. Since it is not possible to predict what will emerge from the evidence collected, the site visit team requires flexibility. The site visit team leader works with the district and its school(s) to define as much of the schedule as possible without restricting the team's ability to pursue important evidence.
3. While on site, the site visit team leader communicates with leadership to keep the school informed of the team's progress and to seek the school's input on that progress.
4. Through its finding statements, the site visit team evaluates the extent to which the school has made progress toward implementing plans for school turnaround. To come to consensus on a set of findings, the team works together to collate and discuss available evidence.
5. At the end of the second day, a high level, brief report of the site visit team's findings is presented verbally to district and school leadership. This report will indicate strengths and areas for improvement at the school.

### **Prioritization Process**

On day three of the site visit, the site visit team and school will work together to review the findings, explore the root causes and prioritize the school's next steps. The purpose of the prioritization process is to assist school leaders in thinking through areas for improvement that are most important/most likely to impact student achievement and outcomes. There are several steps that are addressed during prioritization. These steps are described in further detail in Appendix F.

### **Written Report**

1. The site visit team member responsible for completing the written report gathers all notes and other key evidence that has been collected by the team during the site visit to use in drafting the report.
2. The writer develops a draft report detailing the team's findings and the evidence collected throughout the site visit.
3. Before it is sent to the school, all site visit team members participating in the MSV provide comments on the draft report.
4. The district and school review the draft for factual errors.
5. The project manager incorporates all factual corrections and sends the MSV report to ESE.
6. ESE finalizes the report and submits the report to the district and school.

## Roles and Responsibilities

In order to develop an accurate portrait of a district and its school(s), all participants have key roles in preparing for and conducting the MSV. This section explains the roles and responsibilities of the representative from SchoolWorks, team members, and the districts and its school(s). Participants should read this section carefully to learn how to prepare for the site visit.

### Project Manager and/or Team Leader

---

1. *Modeling and enforcing the code of conduct*
  - The site visit team leader should exhibit the highest professional standards and is responsible for ensuring that the team does so, as well.
2. *Coordination with the district and its school(s)*
  - Before the visit, the project manager will be in contact with the district and its school(s) to ensure that the schedule is made available in a timely manner.
  - The project manager ensures that the school has secured adequate meeting space for the site visit team.
  - The district and its school(s) are likely to have questions about the process. The project manager should serve as the contact person to address these questions.
3. *Coordination of materials and assignment of site visit team members*
  - Before the site visit, the project manager identifies team members and ensures that all materials have been provided prior to the site visit.
  - Once the site visit schedule has been established, the site visit team leader must make sure that team members are assigned to all site visit events.
4. *Facilitation and management of logistics for the site visit days*
  - Once on site, the site visit team leader is responsible for facilitating all team meetings.
  - The site visit team leader ensures that all focus groups and classroom visits are attended and go smoothly and also conducts a daily review of the schedule with the team.
5. *Communication with the district / schools while on site*
  - The site visit team leader:
    - Is responsible for maintaining good channels of communication with the district and schools at all times.
    - Keeps district and school leadership informed of the team's progress and developing findings throughout the visit.
    - Takes appropriate actions to follow up on any responses to the team's findings.
  - At the end of the second day, a brief report of the team's findings is presented verbally to district and school leadership.
6. *Reporting*
  - The project manager oversees the writing of the site visit report.

## Site Visit Team Members

---

Success of the visit relies heavily on site visit team members:

1. *Adherence to the code of conduct*

- Site visit team members should exhibit the highest professional standards.

2. *Preparation for the site visit*

- In advance of the visit, each team member reviews district and school documents and arrives at the site visit knowledgeable about the school.

3. *Collection of evidence*

- Site visit team members complete the visit schedule under the direction of the site visit team leader as it has been established by the district and/or the school.
- Site visit team members secure their evidence in notes and provide all necessary data to the site visit team leader at each team meeting:
  - Pre-visit reading has been completed.
  - Notes and classroom visit forms are completed and organized for end-of-day meetings.
  - All notes are in order and completed in a timely manner for all meetings.

4. *Collaborating with others under the site visit team leader's direction*

- Site visit team members support and take direction from their leader. They recognize that the site visit team leader has to make executive decisions and trusts in his/her judgment.
- Site visit team members actively participate in team meetings and support others' efforts to reach unified findings based on evidence.

5. *Reporting*

- Site visit team members provide feedback on the draft of the site visit report, ensuring that the report contains sufficient evidence and reflects the consensus of the team.

## District and School(s)

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To be an effective partner in the process, the district and its school(s):

1. *Acts as an essential partner in the site visit process*

- The district and its school(s):
  - Make the purpose and process of the site visit team's visit clear to all faculty and staff.
  - Welcome the site visit team and recognize its efforts are on behalf of its students.
  - Work with the site visit team to ensure that the visit runs smoothly.
  - Engage faculty and other stakeholders to reflect on the school's performance.

2. *Designates a meeting room*

- The site visit team will need a meeting space during each day on site. The space should allow for confidential meetings and should be available to site visit team members for the full visit.
- To the extent possible, interviews and focus groups should not be scheduled in this space but planned for elsewhere in the building.

3. *Communicates with the site visit team*

- District and school leadership:
  - Works collaboratively with the site visit team leader prior to the site visit to ensure that a schedule is established, additional documents are provided in a timely manner and that all faculty and staff are aware of the visit and its purposes.
  - Works collaboratively with the team leader during the site visit to provide any additional documents requested.
  - Maintains good communication with the site visit team leader throughout the process, honestly expressing concerns and feedback from staff.

4. *Feedback*

- District and school leadership respond honestly and frankly to the site visit team's feedback by stating their position and making available additional evidence to support its position, should it differ from other members of the site visit team.

## Monitoring Site Visit Evidence Collection Framework

The 11 Essential Conditions for School Effectiveness (Essential Conditions)<sup>1</sup> guide the actions taken by both districts and the ESE at all levels of the accountability and assistance system, and will serve as the framework against which evidence will be collected by the site visit team. The resulting body of evidence will be utilized by the site visit team to measure school progress toward implementation of turnaround plans, as well as progress toward meeting the Essential Conditions. The conclusions of the site visit team will be captured in findings that directly align with the Essential Conditions.

For schools that are eligible for exit from Level 4 status, strength findings will only be presented if they represent fully and effectively implemented Essential Conditions. Similarly, improvement findings for schools that are eligible for exit from Level 4 status will only be presented if they represent lacking or ineffectively implemented Essential Conditions.

Particular attention will be given to school implementation of the following Essential Conditions: Effective District Systems for School Support and Intervention; Effective School Leadership; Aligned Curriculum; Effective Instruction; Student Assessment; Tiered Instruction; and Student Social, Emotional, and Health Needs. These Essential Conditions are highlighted in the following framework. The remaining Essential Conditions (those not highlighted) will be examined only when relevant to a school's turnaround efforts. Where appropriate, the site visit team will closely examine those Essential Conditions that reflected Areas for Improvement in the previous MSV report.

**1. Effective District Systems for School Support and Intervention.** The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways, especially for its lowest performing schools.

### **1.1 Leadership and Governance**

- The district establishes and uses regular two-way communication systems with school leaders to anticipate and respond to the staff, instructional, and operational needs of the school.
- The district regularly monitors the school activities, initiatives, and results (including implementation and outcome benchmarks) central to the improvement/turnaround process; has a clear process for making the needs of its most struggling schools a priority for central office staff; and, has clear strategies to intervene in a helpful and timely manner when schools are not meeting implementation or outcome benchmarks.
- District leaders support the school in managing the change process by providing sufficient expertise, guidance, and resources; by reducing distractions and duplication of efforts (e.g. redundant planning processes); and by supporting the school in managing partnerships in ways that enhance focus and impact rather than distract from the school's central focus.

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<sup>1</sup> Conditions for School Effectiveness Self-Assessment. <http://www.doe.mass.edu/apa/accountability/sr/>. Retrieved October 22, 2013.

## **1.2 Curriculum and Instruction**

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- The district provides adequate oversight in the school's work to deliver the curriculum, monitors instruction on a regular basis, and provides adequate support and feedback to principals to improve instruction.
- The district provides the necessary amount of support, resources, staffing, scheduling flexibility, and expertise for the school to implement an effective system of tiered instruction.

## **1.3 Assessment and Program Evaluation**

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- The district provides a comprehensive set of data analyses about student performance data (formative and benchmark assessment results) and other indicators (e.g. attendance, credits earned, etc.) that are useful for principals, teacher leaders, and teachers to make timely decisions about instruction and programs.

## **1.4 Human Resources and Professional Development**

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- The principal has sufficient authority to select and direct all staff working in or with the school, including those that are provided by the district (such as district-wide coaches and partners).
- The district provides a pool of highly-qualified and committed candidates, in an efficient manner, in the event of staff vacancies. Selected candidates are hired in a timely way. A pool of effective substitutes is readily available to cover teacher absences.
- The principal has a mentor or coach, and/or a central office administrator or team with the authority and time to support the principal with the improvement/turnaround school process.
- The district provides supervisors with information and support for effective supervision and evaluation, such as timely information about evaluation cycles, professional development opportunities for struggling teachers, the collective bargaining agreement, and guidance on handling staff discipline issues.

## **1.5 Student Support**

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- The district provides sufficient leadership support and technical expertise to improve programs, services, and instruction for students with disabilities and English language learners.
- The district ensures that students have access to the services, programs, and supports they need that are not offered by the school.
- The district provides materials and conditions that allow for effective communication and engagement with parents, including non-English speakers.

## **1.6 Financial and Resources Management**

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- The district responds quickly and adequately to requests and concerns related to transportation, facilities management, supply needs, procurement, and food services.
- The district provides regular updates about the school budget and grants, and timely access to available funds so that the school can provision for students as planned.

**2. Effective school leadership.** The district and school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.

### **2.1 Focus on learning**

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- The principal acts strategically and purposefully in pursuit of a clear educational mission, while empowering others to do the same.
- An Instructional Leadership Team (ILT), representing the school's grades and content areas, meets regularly to address topics of instruction and learning. It has sufficient authority to make decisions and engages all staff through effective communication.
- There is a school-wide, results-oriented focus on teaching, learning, and student success.

### **2.2 Effective planning**

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- The school has an improvement plan focused explicitly on instructional improvement and student learning; the plan drives school-level processes and practice.
- The school improvement plan: 1) aligns with the district improvement plan; 2) reflects input from all staff; 3) is based on data; 4) accurately reflects the academic, social, and emotional needs of students; and 5) sets actionable and measurable goals that target school improvement.
- Staff can state the school's mission, understand the school's improvement goals, and demonstrate a sense of ownership for both.

### **2.3 Effective decision-making**

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- School leadership uses the school improvement plan to guide how time, personnel, funds, and other resources will be used to achieve the school's mission.
- School leadership uses data and current research to drive decisions and measure progress toward school goals, and encourages staff to do so, as well.
- Inquiry, reflection, and feedback are encouraged as part of developing and monitoring plans.
- Staff generally agrees that decisions are made transparently and fairly, and that the school culture is collaborative, open to dialogue, and based on trust.

### **2.4 Shared learning and accountability**

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- As reflective practitioners, school leadership models and supports life-long learning.
- Supervision and evaluation are tied to results and promote the growth and development of all staff, including the principal.
- There are clear avenues of support to help all professionals within the school improve their abilities and advance the school's mission.
- There is evidence that staff feel accountable for results to students, school leadership, colleagues, families, and the community.

**3. Aligned curriculum.** The school’s taught curricula are aligned to state curriculum frameworks and the Massachusetts Comprehensive Assessment System (MCAS) performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

### **3.1 Curricular guidance**

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- The district/school provides teachers curriculum maps aligned to the state curriculum frameworks and MCAS performance level descriptions; teachers use these maps to frame their teaching.
- Instructional staff access and unpack standards so that they have a working knowledge of what all students need to know and be able to do in order to be proficient.
- The district/school provides pacing guides that are utilized by teachers.
- Instructional staff can describe how the content they teach builds on, or relates to, content in other subjects/grades.
- Curriculum documents include guidelines that help with the instruction of English language learners, such as the English Language Proficiency Benchmarks and Outcomes for English Language Learners (ELPBO).

### **3.2 Taught curriculum**

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- Instructional staff develops and implements lessons based on curriculum maps/curricular guidance; these lessons reflect high expectations for all students.
- Instructional staff engage in regular discussions of student learning expectations – both horizontally (with colleagues in their grade or subject) and vertically (across grades).
- Instructional staff aligns assessments and evaluates student work based on a common understanding of what mastery looks like.
- Instructional materials and technologies that align to curriculum maps are available to, and used in, all classrooms.

### **3.3 Ongoing improvement**

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- Lesson plans are monitored for alignment to curriculum maps and pacing guides.
- Periodic reviews of student learning inform revisions to curriculum maps, lesson plans, and related resources.
- Instructional staff receives support in creating and refining curricula. The school uses a process to vet curricular refinements that staff recommends.

**4. Effective instruction.** Instructional practices are based on evidence from a body of high-quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

### **4.1 High expectations**

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- Instructional staff provides students with lessons that: 1) are appropriate to their developmental and language proficiency levels; 2) engage them with content and address academic and social/emotional needs; and 3) promote higher-order thinking.

- Student assignments contain rigorous, embedded learning objectives that reflect high expectations; instructional staff ensures that students understand the objectives.

#### **4.2 Differentiated instruction**

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- Instructional staff use multi-modal pedagogical techniques – as well as a range of instructional tools, technologies, and supplemental materials – to meet the needs of all learners. Instruction aligns with student learning needs that have been identified through the use of universal screening and formative assessment.

#### **4.3 Common understanding**

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- Leaders and instructional staff agree on criteria for effective instruction. Criteria focus on pedagogy and content knowledge and, when possible, are based on research.
- Teachers engage in ongoing focused discussion and collaborative reflection on instructional practice. Effective instruction is modeled for teachers by leaders, coaches, and colleagues.

#### **4.4 Monitoring practice**

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- Leaders regularly gather evidence on instructional practice.
- Instructional staff have opportunities to observe and provide feedback on their colleagues' practice.
- Leaders regularly analyze evidence of instructional practice along with student achievement, professional development (PD), and other data; analysis guides next steps for improvement, including supports for instructional staff.

### **5. Student assessment.** The school uses a balanced system of formative and benchmark assessments.

#### **5.1 Assessment systems**

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- Instructional staff use a range of assessments (formative and benchmark) that are aligned to state standards and grade-level learning outcomes.
- Performance on formative and benchmark assessments predicts performance on MCAS and other summative assessments.
- Common formative and benchmark assessments are horizontally/vertically aligned.
- Assessments support the school's system of tiered instruction. Instructional staff receives PD and supports to help in developing assessments, analyzing assessment data, and drawing meaningful conclusions from results.
- Instructional staff work collaboratively to develop and score common assessments.
- Instructional staff embed formative assessments in daily classroom practice and use results to target and modify instruction.
- The school utilizes well-defined processes to periodically collect, analyze, review, and report results of assessments of student learning.

#### **5.2 Analysis of assessment data**

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- Instructional staff analyze assessment data to identify promising practices, determine enrichment and remediation needs, and assess needs for systems change.
- Students are taught how to assess themselves and plan for improvement.

### **5.3 Use of assessment data**

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- Leaders and instructional staff use data for individual and organizational learning, not just external compliance. Instructional staff work in teams to delve into the implications of data and to make changes to instructional practice.
- Assessment data are used to place students, monitor progress, and drive timely interventions as part of a system of tiered instruction. Students receive constructive feedback based on data analysis, as well as guidance on how to improve.
- Leaders use assessment data to target PD activities.

- 6. Principal's staffing authority.** The principal has the authority to make staffing decisions based on the school improvement plan and student needs, subject to district personnel policies, budgetary restrictions, and the approval of the superintendent.

#### **6.1 Staffing decisions**

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- Working within district guidelines, the principal recruits, deploys/redeploys, promotes, and retains those with qualifications and proven results in serving the school's mission.
- The principal utilizes the district's process for posting jobs and screening candidates to assemble an effective school team.
- The principal works within district guidelines to effectively support or remove staff whose performance does not meet the needs of the school.
- The principal assigns (and revises) roles, responsibilities, and duties in a way that best supports the school improvement plan and meets student needs.
- All staff members are placed in roles for which they have skills, qualifications, and licensure.
- School leaders instill in staff members a sense of duty to perform to highest capacity for the benefit of all students.

#### **6.2 Support and intervention**

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- The principal and other leaders clearly communicate to staff schoolwide expectations for performance.
- A clear process is used to evaluate staff, offer feedback, develop professional improvement goals, and provide support in meeting those goals.
- The school's process for evaluation, feedback, PD, and support is in accordance with district tools, systems, and processes related to staffing and support.
- To the extent possible, staff performance is tied to student outcomes.

**7. Professional development (PD) and structures for collaboration.** Professional development for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning. The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

### **7.1 PD plan/system**

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- The Instructional Leadership Team designs a coordinated PD plan that aligns with state standards for school performance and student achievement, as well as with district and school priorities.
- The PD plan addresses the individual and collective needs of staff. (See National Staff Development Council's [NSDC's] definition of professional development, <http://www.nsd.org/standfor/definition.cfm>.)
- PD is embedded as an integral part of daily routines (e.g., through coaching, staff meetings, and/or collaborative time).
- Teams embedded in the school (see NSDC's definition) take active roles in promoting, creating, and leading PD, leveraging internal expertise.
- When external trainers/partners are needed, leaders enlist their assistance.
- Job-embedded coaching and other supports provide follow-up on the implementation of what is learned through PD.
- Coaches and teacher leaders are trained in effectively engaging/teaching adults.
- Staff members hold one another accountable for implementing what is learned through PD and, ultimately, for the improved student performance that should result from its implementation (see NSDC's definition).

### **7.2 Accessing PD**

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- All staff access relevant PD (both voluntary and required PD) that is tied to specific professional learning goals.
- Time is built into the school schedule for staff collaboration, with collaboration serving as PD.
- Collaborative time is focused on taking instruction/learning to the next level of development, and addressing the needs (health/behavior/family) of the whole child.
- There are established systems and protocols to guide collaborative discussions.

**8. Tiered instruction and adequate learning time.** The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including – but not limited to – students with disabilities and English language learners.

### **8.1 Core instruction**

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- The school provides high-quality, challenging core instruction for all students.
- Teachers demonstrate responsibility for the learning of all students.
- All lessons integrate differentiated instruction so that 80-90% of students learn key concepts through core instruction and without the need for tiered support.
- Leaders routinely monitor the effectiveness of the core curriculum/instruction.

### **8.2 Screening and monitoring**

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- A universal screening system is used to assess academic and behavioral strengths and challenges of all students, and to identify students needing additional support.
- Leaders and instructional staff regularly monitor students' progress in relation to interventions that have been applied.
- A progress-monitoring system is in place; data from this system drive instructional decisions throughout the tiered process.
- The system of interventions allows students to move along a continuum of services and change placements according to identified progress or needs.

### **8.3 Supports and interventions**

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- Flexible tiers of research-based interventions supplement, enhance, and provide access to the core curriculum for students needing additional support.
- The school schedule is flexible and provides adequate time for core instruction and, as needed, additional academic and/or behavioral supports.
- Staff utilizes resources to support students with a range of academic needs.
- An effective system of communication is in place among staff, families, and community partners and ensures coordination of services in support of learning.
- Increasing levels of student support match instructional approaches/intensity to the specifics and severity of need: 5-10% of students receive Tier II interventions, while 1-5% receives intensive Tier III interventions.
- School culture promotes ongoing reflection on how instructional time is used; leaders adjust schedules in response to what is learned.
- The school provides opportunities for academic and other support outside school hours; barriers to participation are minimized.
- Interventions are research-proven, taught by qualified professionals, and aligned to student needs and district and state frameworks.

**9. Students' social, emotional, and health needs.** The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students that reflects the behavioral health and public schools framework.

### **9.1 Learning environment**

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- School leaders and staff create a safe and supportive learning environment through clearly established safety and behavioral expectations.
- All classrooms create predictable environments, and a climate that supports learning.
- Staff identify issues arising in the lives of students (e.g., poverty, mobility, family dynamics) and work to address them to minimize their impact on learning.
- Social and emotional supports are clinically, linguistically, culturally, and developmentally appropriate for students.
- Leaders and staff encourage students to share their perspectives and experiences; student perspectives influence what is taught and how the school prepares students for college and for 21<sup>st</sup> century learning and work.
- Students are supported in taking responsibility for their own learning and behavior.

### **9.2 Physical and behavioral health**

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- Healthy lifestyles are promoted through access to nutritious food/physical activity.
- A school nurse or other appropriate healthcare provider screens students for health issues and to identify behavioral needs, and coordinates with families to address needs that arise.

### **9.3 Systems and procedures**

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- The system of supports includes school-wide efforts (for example, universal breakfast), as well as short- and longer-term targeted interventions.
- Staff culture models a healthy school climate, including social, emotional, and physical health that is desired for the students. Supports are available to staff.
- Students in crisis, students at risk of dropping out, and others who require intensive assistance are identified and linked to appropriate supports in a timely manner.
- PD is provided to all staff on topics needed to enhance the school's capacity to improve students' behavioral, emotional, and physical health – including PD in the use of resources and community partners.
- Leaders identify and coordinate community services that the school needs.
- The school collaborates with families to increase its capacity to address students' social, emotional, and health needs, as well as the families' capacity to do the same.
- Leaders regularly assess the impact of policies, procedures, and programs on the academic and social environment, and revise them as needed.
- There is a mutually beneficial relationship between community partners and school.

**10. Family-school engagement.** The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

### **10.1 Strategic relationships**

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- Leaders ensure that students, families, and community partners understand the school's improvement plan and learning goals; leaders strategically leverage family and community resources in service of these goals.
- Leaders solicit and act on the input of families and community partners when developing and implementing the school's strategic plan.
- The school actively overcomes barriers to family engagement and participation.
- Under-represented groups are actively recruited and trained to be effective participants in the improvement of school performance.
- Families and community partners are encouraged to help plan meaningful events and programs.
- Families and community partners report satisfaction with opportunities to engage with the school and believe that the school values their perspectives.
- The school provides community partners with the support and resources they need to undertake their work.
- Strong relationships with families and community partners contribute to student learning and students' social, emotional, and physical well-being.

### **10.2 Communications**

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- The school ensures effective two-way communication with both families and community partners, addressing language and other potential barriers.
- Leaders and staff regularly provide families and community partners with information on student status and progress.
- The principal or a designee meets regularly with the school council, parent, and student government/leadership groups and keeps them informed of current school issues, concerns, and solutions.
- The school jointly analyzes student performance data with families, community partners, and other constituent groups.
- The school, in conjunction with community partners, offers families the resources and activities that support student academic and social/emotional success.
- Leaders evaluate the school's efforts to communicate with and engage families and community partners, and adjustments are made as necessary.
- There is evidence that the concerns, requests, and needs of families and community partners are addressed by the school in a timely and professional manner.

**11. Strategic use of resources and adequate budget authority.** The principal makes effective and strategic use of district and school resources and has sufficient budget authority to do so.

**11.1 Strategic use of resources**

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- Leaders use a variety of data to inform decisions related to budget, time on learning/scheduling, staffing/human resources, materials, and the physical plant.
- Leaders seek, coordinate, and leverage resources that support the school improvement plan, in accordance with district policies.
- Leaders carefully align budget, staffing, and other resources to student needs and school goals; decisions are made and resources are integrated to serve the big picture.
- Leaders evaluate the effectiveness and efficiency of resource allocations; the principal uses the full authority granted by the district to adjust resources as needed.
- All staff report that they are able to access needed materials and other resources in a timely manner.

**11.2 Coordination between school and district**

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- Leaders ensure ongoing communication across school and district units, as well as within the school, regarding the need, availability, and allocation of resources.
- School leadership regularly accesses available updated and accurate financial reports.
- The principal has sufficient authority and flexibility to adjust resources as needed.

## Appendix A: Scheduling Guidance

Once the district has established site visit dates for schools, the project manager or site visit team leader will work collaboratively with the school to establish a specific schedule for the site visit. Alternatively, some districts may wish to coordinate site visit schedules internally. The site visit team is open to the option that works best for its districts and its schools.

### Sample Site Visit Schedule

Following is a sample schedule. The site visit team leader will work to construct a schedule for the visit, based on schedule documents and guidance provided by district and school leadership. Schedules will vary from school to school, depending on the size of the school and the number of team members.

| SAMPLE MONITORING SITE VISIT SCHEDULE |  |  |  |
|---------------------------------------|--|--|--|
|                                       | Day 1  | Day 2  | Day 3  |
| 7:00 a.m.                             | Team arrival, initial meeting and orientation                            | Team meeting   | Team meeting   |
| 8:00 a.m.                             |  | Focus group / mid-report to school leadership              | Prioritization session with site visit team and school/district leadership |
| 9:00 a.m.                             |  |  |  |
| 9:30 a.m.                             | Focus group with school leadership                                       | Classroom visits   |  |
|                                       |  | Focus group with social-emotional and health support staff |  |
| 11:00 a.m.                            | Classroom visits   | Interview with key partner (if applicable)                 |  |
| 12:00 p.m.                            | Working lunch for site visit team  |  | Team departs   |
| 1:00 p.m.                             | Interview with school leadership regarding district support <sup>2</sup> | Teacher and specialist focus groups                        |  |
| 2:00 p.m.                             | Document review  | Follow-up, as needed                                       |  |
| 3:00 p.m.                             | Teacher and specialist focus groups                                      | Team meeting, deliberations and document review            |  |
| 4:00 p.m.                             | Team meeting, deliberations and document review                          |  |  |
| 5:00 p.m.                             |  |  |  |
| 6:00 p.m.                             |  | Report of findings   |  |

<sup>2</sup> The site visit team will schedule this additional interview in Level 4 schools that are eligible for exit.  
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### Sample Daily Schedule

Below is a sample daily schedule. Different team members will participate in various events throughout the course of the day. While team meetings require the participation of all site visit team members, for example, other events can be scheduled simultaneously.

All efforts will be made to ensure that teacher focus groups occur during non-instructional time. Teacher focus groups can be conducted either at the end of the school day or during teacher preparatory time.

Note: Times may not match your school schedule and will be adjusted to make the schedule site-specific. The following is designed to provide a general overview of what a day on site will look like.

| <b>SAMPLE DAILY SITE VISIT SCHEDULE (DAY 1)</b> |   |  |
|---|---|--|
| <b>Time</b>                                     | <b>Team Members<br/>#1 and #2</b>             | <b>Team Members<br/>#3 and #4</b>                          |
| 7:00 a.m.                                       | Team arrives at school and morning meeting    |  |
| 9:00 – 10:00 a.m.                               | Focus group with school leadership            |  |
| 10:00 – 11:00 a.m.                              | Focus group with specialists                  | Teacher focus group  |
| 11:00 – 12:00 p.m.                              | Classroom visits                              | Interview with key partner (if applicable)                 |
| 12:00 – 1:00 p.m.                               | Working lunch                                 |  |
| 1:00 – 2:00 p.m.                                | Classroom visits                              | Classroom visits   |
| 2:00 – 2:30 p.m.                                | Teacher focus group                           | Focus group with social-emotional and health support staff |
| 2:30 – 3:00 p.m.                                | Follow-up as needed                           | Document review  |
| 3:00 – 5:30 p.m.                                | Team debrief and moderation; evidence sorting |  |
| 5:30 -- 6:00 p.m.                               | Report of findings to school leadership       |  |
| 6:15 p.m.                                       | Team departs                                  |  |

## Appendix B: Site Visit Checklist

The site visit checklist may be used by the school to prepare for the site visit. It includes key tasks that should be completed prior to the visit, as well as the list of materials the site visit team is requesting prior to the visit and upon arrival on site. Classroom visits may be scheduled in blocks or by individual classroom, in accordance with district and/or school preferences.

**NOTE:** *Except for the **Electronic Benchmarking Tool**, all documents requested in this list should be provided only if the school already has the materials on hand. This list is in **NO WAY** a request to create new documents or analyses; the site visit team is looking to understand school implementation of turnaround plans and timelines.*

| ITEMS PROVIDED BY ESE TO SCHOOLWORKS PRIOR TO THE MSV  |  |
|--|--|
| 1. School Redesign Grant application (or School Turnaround Plan)   |  |
| 2. Monitoring Site Visit Report(s) from previous years (if applicable)   |  |
| 3. Measurable Annual Goals data from previous year (if applicable)   |  |
| ITEMS PROVIDED BY THE SCHOOL TO THE TEAM LEADER PRIOR TO THE MSV   |  |
| 4. School bell schedule  |  |
| 5. Roster of ALL staff, including grade levels and subject areas taught  |  |
| 6. Master schedule for all staff, including periods/times teaching and room numbers                                |  |
| 7. A list of teacher preparation times or “free” periods (if not included in either the roster or master schedule) |  |
| 8. Electronic Benchmarking Tool  |  |

**ITEMS TO BE PREPARED BY THE SCHOOL PRIOR TO THE MSV  
AND AVAILABLE FOR TEAM REVIEW DURING THE MSV**

|   |  |
|---|--|
| 9. Agendas and minutes from leadership team meetings, staff meetings, and/or other teacher meetings   |  |
| 10. Professional development plan, calendar, and agendas  |  |
| 11. Sample lesson plans   |  |
| 12. Classroom observation and/or walkthrough forms  |  |
| 13. Data reports from internal or external assessment systems implemented by the school   |  |
| 14. Data reports from behavioral or social-emotional program (e.g., PBIS data, behavioral referral data)  |  |
| 15. Academic and behavioral referral protocols, forms, and/or flowcharts (e.g., Response to Intervention protocol, student support team referral form)  |  |
| 16. The school team will share a roster listing the type and duration of Educator Plan for each educator in the building (including all administrators and support staff) for review. (For more information, see Appendix G.) |  |
| 17. All school faculty and staff are aware of the visit and its purpose   |  |
| 18. Private meeting space for team secured during days in the school  |  |
| 19. To the extent possible, meeting space secured for focus groups separate from the team meeting room  |  |
| 20. Lunch arrangements for the team (the team will reimburse the school for lunch)  |  |
| 21. The school should also be prepared to provide additional documents requested by the team  |  |

## Appendix C: Focus Groups and Interviews

During the site visit, a series of interviews and/or focus groups will be conducted to gather information and evidence aligned to the MSV evidence collection framework. The site visit team leader, with guidance from district and/or school leadership, will work to establish a schedule and focus group composition that is appropriate. Following are examples of interviews/focus groups to be conducted.

**NOTE:** *To the extent possible, focus groups should include no more than eight people. Supervising staff should not be scheduled with those under their supervision (with the exception of meetings with the leadership team).*

| FOCUS GROUP INTERVIEWS  |  |   |
|---|--|---|
| Interviews/<br>focus groups   | Description  | Approximate<br>Time Needed  |
| <b>District leaders who directly oversee implementation of turnaround plans</b> | This focus group/s (or interviews) should include district level administrators who oversee the development and/or implementation of specific initiatives outlined in the turnaround plan. Effectiveness of initiatives and implementation hurdles will be discussed.  | <b>1.5 hour</b> interview/ focus group or <b>0.5 day</b> for districts with multiple schools involved in the site visit process             |
| <b>School Leadership</b>  | School leadership includes the principal and key assistants (e.g., assistant principals, curriculum director and/or lead teachers). In addition to an interview, school leadership may be asked to provide further guidance and insight throughout the visit. A report on the team’s evidence and findings will be presented to school leadership on the second day of the site visit. | <b>1.5 hour</b> interview/ focus group, plus<br><b>1 hour</b> follow up interview<br><b>45-minute</b> interview focused on district support |
| <b>Key Partner/Provider</b>   | Any key partner in turnaround efforts, such as an external consultant or professional development provider.  | <b>1 hour</b>   |
| <b>Teacher focus group</b>  | Groups of teachers, typically by <b>grade level</b> , make up focus groups. The team makes an effort to speak to as many of the school’s teaching staff as possible.   | <b>30-45 minutes</b><br>(during non-instructional time)   |
| <b>Specialist interviews</b>  | Interviews with specialists may also be conducted. School leaders are asked to identify personnel who play a significant role in school functioning and improvement, such as the school’s special education director, ELL coordinator, curriculum coordinators, coaches and other relevant staff.  | <b>30 minutes</b>   |
| <b>Social-emotional and health support staff</b>                                | Interviews with staff members that support students’ physical, social, and emotional health needs, such as school adjustment counselors, wraparound zone coordinators, school nurses, or parent liaisons.  | <b>30 minutes</b>   |
| <b>Academic support staff</b>   | In some cases, the site visit team may request a focus group meeting with teaching assistants, aides or other personnel to discuss their roles in academic intervention at the school.   | <b>30 minutes</b>   |
| <b>Student focus group</b>  | A selection of four to eight students representing a variety of grade levels and varying instructional needs. Students are selected by the school’s leadership and/or staff.   | <b>30 minutes</b>   |
| <b>Additional staff relevant to turnaround efforts</b>                          | If applicable, the site visit team will meet with key staff implementing the plan, such as grant-funded coaches or key support personnel.  | <b>30 minutes</b>   |

## Appendix D: Electronic Benchmarking Tool

Instructions: The purpose of the **Electronic Benchmarking Tool** is to provide you and your staff with an opportunity to briefly reflect on progress on implementation of turnaround efforts.

Please provide **two to three statements for each Essential Condition** describing turnaround initiatives that your school, including those it has completed since the last monitoring site visit in the 2012-2013 academic year (if applicable), and that the site visit team should note during the upcoming MSV.

The site visit team will use the information you provide in this self-evaluation as a starting point for evidence collection. An example has been provided for your reference. **Do not spend more than one hour completing this form.**

### Essential Condition 4: Effective Instruction

EXAMPLE ONLY

#### Evidence / Explanation:

- The school adopted a set of instructional standards (e.g., use of reading and writing strategies, strategies to promote student discourse) in October 2012.
- Classroom visits and walkthroughs are used to monitor teacher implementation of instructional standards. The principal spends 40% of her time in classrooms and grade-level team meetings. The principal, members of the school leadership team, and district staff conducted monthly walkthroughs in the 2012-2013 school year.
- All grade level teams use a set of writing rubrics to uniformly guide writing instruction. These rubrics were developed, piloted and refined by a group of faculty members and launched by the ILT in September 2012.

## Essential Condition 1: Effective District Systems for School Support and Intervention

### Evidence / Explanation:

- Text of evidence
- Text of evidence
- Text of evidence (if 3<sup>rd</sup> bullet needed; delete if not needed)

## Essential Condition 2: Effective School Leadership

### Evidence / Explanation:

- Text of evidence
- Text of evidence
- Text of evidence (if 3<sup>rd</sup> bullet needed; delete if not needed)

## Essential Condition 3: Aligned Curriculum

### Evidence / Explanation:

- Text of evidence
- Text of evidence
- Text of evidence (if 3<sup>rd</sup> bullet needed; delete if not needed)

#### **Essential Condition 4: Effective Instruction**

##### **Evidence / Explanation:**

- Text of evidence
- Text of evidence
- Text of evidence (if 3<sup>rd</sup> bullet needed; delete if not needed)

#### **Essential Condition 5: Student Assessment**

##### **Evidence / Explanation:**

- Text of evidence
- Text of evidence
- Text of evidence (if 3<sup>rd</sup> bullet needed; delete if not needed)

#### **Essential Condition 6: Principal's Staffing Authority**

##### **Evidence / Explanation:**

- Text of evidence
- Text of evidence
- Text of evidence (if 3<sup>rd</sup> bullet needed; delete if not needed)

## Essential Condition 7: Professional Development and Structures for Collaboration

### Evidence / Explanation:

- Text of evidence
- Text of evidence
- Text of evidence (if 3<sup>rd</sup> bullet needed; delete if not needed)

## Essential Condition 8: Tiered Instruction and Adequate Learning Time

### Evidence / Explanation:

- Text of evidence
- Text of evidence
- Text of evidence (if 3<sup>rd</sup> bullet needed; delete if not needed)

## Essential Condition 9: Students' Social, Emotional, and Health Needs

### Evidence / Explanation:

- Text of evidence
- Text of evidence
- Text of evidence (if 3<sup>rd</sup> bullet needed; delete if not needed)

## Essential Condition 10: Family – School Engagement

### Evidence / Explanation:

- Text of evidence
- Text of evidence
- Text of evidence (if 3<sup>rd</sup> bullet needed; delete if not needed)

## Essential Condition 11: Strategic Use of Resources and Adequate Budget Authority

### Evidence / Explanation:

- Text of evidence
- Text of evidence
- Text of evidence (if 3<sup>rd</sup> bullet needed; delete if not needed)

## **Appendix E: Classroom Visits**

### **What is the purpose of the Instructional Inventory?**

The purpose of the Instructional Inventory is threefold:

1. To enable observers to easily identify practices and summarize their evidence base and, therefore, establish findings that characterize classroom practices across the school;
2. To supply the report writer with quantifiable ratings across observed classes that are supported by documented pieces of evidence; and,
3. To gather qualitative evidence about classroom practices that provides additional evidence to inform the team's findings.

### **How is the Instructional Inventory used?**

The information collected from classroom visits provides the site visit team an additional source of information that may be used to better understand school practices and to support the team's findings. For each indicator, the site visit team member will place a check mark in the box indicating whether the practice was observed or not observed. In addition, site visit team members will document qualitative evidence as it relates to the practices observed (or not observed).

### Instructional Inventory for Monitoring Site Visits

**District:** \_\_\_\_\_ **School:** \_\_\_\_\_  
**Time in:** \_\_\_\_ **Time out:** \_\_\_\_ **Total time:** \_\_\_\_ (min.)  
**Subject:** \_\_\_\_\_ **If applicable:** ELL SPED  
**# Teachers:** \_\_\_\_ **# Assistants:** \_\_\_\_\_

**Observer:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Part of Lesson:** Beginning Middle End  
**Grade:** \_\_\_\_\_ **# students:** \_\_\_\_ **G:** \_\_\_\_ **B:** \_\_\_\_

| Indicators  | Evidence          | Observed?       |                     |
|---|-------------------|-----------------|---------------------|
| <b>Organization of the Classroom</b>  |                   |                 |                     |
| <b>Classroom Climate</b>  |                   | <b>Observed</b> | <b>Not Observed</b> |
| 1. Behavioral expectations, class rules, procedures are clearly communicated.   |                   |                 |                     |
| 2. Students behave according to rules and expectations.   |                   |                 |                     |
| 3. Students and teachers demonstrate positive and respectful relationships.   |                   |                 |                     |
| 4. Teachers set high expectations for learning and convey these to students.  |                   |                 |                     |
| <b>Learning Objective</b>   |                   | <b>Observed</b> | <b>Not Observed</b> |
| 5. Learning objective is communicated to students (clearly posted, explained, or referenced during the lesson).                               | <i>Objective:</i> |                 |                     |
| 6. Learning objective identifies student learning outcome (NOT student task). (applies only if 5 observed)                                    |                   |                 |                     |
| 7. Learning objective drives all components of the lesson. (applies only if 5& 6 observed)  |                   |                 |                     |
| <b>Use of Class time</b>  |                   | <b>Observed</b> | <b>Not Observed</b> |
| 8. Teacher is prepared, materials are readily available.  |                   |                 |                     |
| 9. Teachers explain task instructions and, when appropriate, provide choices for when tasks are complete.                                     |                   |                 |                     |
| 10. Students respond to routines/expectations (e.g., transition smoothly and quickly between learning activities, respond to nonverbal cues). |                   |                 |                     |

| <b>Instructional Design and Delivery</b>   |                 |                 |                     |
|--|-----------------|-----------------|---------------------|
| <b>Prior Knowledge and Experience</b>  | <b>Evidence</b> | <b>Observed</b> | <b>Not Observed</b> |
| 11. Students make connections to prior knowledge and/or experience.  |                 |                 |                     |
| <b>Materials</b>   | <b>Evidence</b> | <b>Observed</b> | <b>Not Observed</b> |
| 12. Students engage with a variety of curriculum resources and/or technology that enhances their learning.   |                 |                 |                     |
| <b>Presentation of Content</b>   | <b>Evidence</b> | <b>Observed</b> | <b>Not Observed</b> |
| 13. Students engage with content through a variety of instructional strategies that accommodate their learning styles (auditory, visual, kinesthetic) and needs. |                 |                 |                     |
| 14. Students participate in different or tiered activities based on academic readiness.  |                 |                 |                     |
| <b>Content Knowledge</b>   | <b>Evidence</b> | <b>Observed</b> | <b>Not Observed</b> |
| 15. Teacher communicates academic content with clarity and accuracy.   |                 |                 |                     |
| 16. Content appears appropriate for grade and level.   |                 |                 |                     |
| <b>Instructional Techniques</b>  | <b>Evidence</b> | <b>Observed</b> | <b>Not Observed</b> |
| 17. Direct, whole group instruction (lecture, Q&A, modeling)   |                 |                 |                     |
| 18. Guided practice (students practice together with teacher)  |                 |                 |                     |
| 19. Small group/pair learning (students work together without direct instruction)  |                 |                 |                     |
| 20. Independent practice (student has full responsibility for completing the task)   |                 |                 |                     |
| <b>Activation of Higher Order Thinking</b>   | <b>Evidence</b> | <b>Observed</b> | <b>Not Observed</b> |
| 21. Students examine, analyze or interpret information.  |                 |                 |                     |
| 22. Students form predictions, develop arguments and/or evaluate information.  |                 |                 |                     |
| 23. Students evaluate/reflect on their own thinking, progress and approach.  |                 |                 |                     |
| 24. Students generate questions (clarifying or new) related to the goals of the lesson.  |                 |                 |                     |

|   |   |                 |                     |
|---|---|-----------------|---------------------|
| <b>Pacing</b>   |   | <b>Observed</b> | <b>Not Observed</b> |
| 25. The lesson is paced in a way that allows all students to be engaged..   | <i>Note behavior(s) of disengaged students:</i> |                 |                     |
| 26. Teacher uses wait time to allow for responses from all students.  |   |                 |                     |
| <b>Student Thinking</b>   |   | <b>Observed</b> | <b>Not Observed</b> |
| 27. Students use various means, orally or in writing, to represent their ideas and thinking.  |   |                 |                     |
| 28. Students are engaged in structures that advance their thinking, i.e., think-pair-share, turn-and-talk.  |   |                 |                     |
| <b>Student Groups</b>   |   | <b>Observed</b> | <b>Not Observed</b> |
| 29. Students inquire, explore or problem solve together in small groups/pairs.  |   |                 |                     |
| 30. Students are held accountable for their contributions to group work.  |   |                 |                     |
| <b>Application of learning</b>  |   | <b>Observed</b> | <b>Not Observed</b> |
| 31. Students apply new conceptual knowledge.  |   |                 |                     |
| <b>Check for Understanding/Assessment</b>   |   | <b>Observed</b> | <b>Not Observed</b> |
| 32. At least one informal assessment (e.g., thumb tool, ticket to leave) aligned to the lesson objective is used to check for understanding and/or mastery. | <i>Type(s) of informal assessment:</i>          |                 |                     |
| 33. Teacher adjusts instruction based on on-the-spot or formal assessment.  |   |                 |                     |
| 34. Students receive feedback that tells where they are in relation to the learning goals.  |   |                 |                     |
| 35. Students revise work based on feedback.   |   |                 |                     |

## **Frequently-asked questions about classroom visits**

1. *How does the team select the classrooms that will be visited?*

Classroom visits will be selected on the basis of the school's master schedule and the size of the site visit team. In larger schools, representative classes will be selected to reflect a range of teacher experience, a variety of subject areas, the range of grades served at the school and special services or program classes as they reflect the school's mission. The site visit schedule is developed by the team leader with input from school leadership.

2. *What is the length of a classroom visit?*

It is expected that classrooms will be visited for no less than 20 minutes to allow the team to derive an understanding of the lesson and the classroom climate. Most visits will be planned and scheduled, but unplanned visits may occur. Unplanned visits may be shorter in duration.

3. *What do teachers need to do to prepare for the classroom visit?*

Teachers need not do anything to prepare for a classroom visit. Classes should reflect a typical experience for students and teachers. The site visit team is comprised of education professionals who understand that behavior in the classroom may be unpredictable. The site visit seeks to establish trends across the school, not to assess isolated incidents within a single classroom.

4. *Should teachers expect to interact with the classroom visitor?*

The intent of the classroom visit is to cause as minimal disruption to daily classroom practices as possible. Teaching staff does not need to address the classroom visitor or provide an explanation of the lesson. The classroom visitor may walk around the classroom to review student work and/or classroom postings, if appropriate.

5. *Do teachers receive feedback from the classroom visitor?*

The site visit team seeks to identify trends across the school, not to provide information on the effectiveness of specific classroom practices or individual teachers. Team members will NOT provide feedback to individual teachers. Class visits are NOT teacher evaluations. They will not be shared with individual teachers or any other school personnel. They are intended to provide information to the site visit team about the implementation of the academic program, the availability of resources and any additional evidence that demonstrates aspects of school practices and operations.

6. *Should the classroom visitor expect to see all of the indicators on the classroom visit tool in a single classroom?*

The classroom visit tool is aligned with the indicators that reflect a range of effective practices. It is not expected that the classroom visitor would see all of these indicators. The tool serves as a resource for the site visit team to identify and explain practices that are characteristic of each individual school.

## Appendix F: Prioritization

### Prioritizing Findings: Introduction

A formative site visit process is only as good as the follow-up to the process. If the process is not linked to a clear prioritization and action planning, then its long-term impact on student learning is likely to be minimal. The purpose of the prioritization process is to assist school leaders in thinking through areas for improvement that are most important/most likely to impact student achievement and outcomes and should be addressed first.

The prioritization process occurs during a half-day meeting on the third day of the site visit. It should include 6-8 key school and district staff, in addition to members of the site visit team. SchoolWorks will work with each school principal to determine who should be among the 6-8 key school and district staff to participate in the prioritization session. Suggested participants include: the principal, other school administrators (such as deans or assistant principals), other school leaders (such as teacher-leaders or instructional coaches), a strategic partner (if applicable), and a district representative. If the school principal would like more than 6-8 people to attend the prioritization session, other school and district staff are welcome to attend as participants in the findings debrief, and participants during the action planning session.

The following pages are intended to provide the school an overview of the prioritization process, as well as to serve as a guide for the team. This process may vary from school to school because each school has unique needs and different levels of experience with prioritization planning.

### What are the steps involved in prioritization?

There are several steps that are addressed during prioritization. These steps are described in further detail on the following pages.

1. Introduce the process
2. Review MSV findings
  - a. Identify strengths and resources
  - b. Identify needs, issues, and opportunities
3. Define goal and indicator of success
4. Identify barriers and key success factors to achieving goal
5. Identify actions to meet goal
6. Create an implementation plan and select champions
7. Close the process

### Facilitation and decision-making methods

Throughout prioritization, there are many decisions to be made. The very nature of the process forces the participants to narrow their focus. This can be challenging because it means letting go of some things in the short term in order to first address what is most important. Going through such a process is easier if you start by determining how decisions will be made.

Neither the site visit team members nor the team leader will be making decisions for the school. The facilitator will present the school with various methods that can be used to support decision-making, and the school will choose one of those methods.

### **Roles and responsibilities of participants in prioritization**

All participants in the prioritization process – the principal, other school staff, the district representative, and the strategic partner (if applicable) – are considered equal participants in the prioritization process. During prioritization, all participants are expected to contribute positively and actively by collaborating with other participants, and by using their knowledge and expertise to shape and enhance the group's work. Additional norms for participants in the prioritization session will be reviewed on site.

#### **1. Introduce the process**

The participants will review the purpose of prioritization and engage them in the process by pre-viewing the session agenda and outlining clear roles and responsibilities of all parties. During this component, the facilitator will work with participants to set team norms/ground rules and determine how decisions will be made throughout the session.

#### **2. Review MSV findings**

The facilitator will share the MSV findings with participants and the group will have an opportunity to react to the findings by identifying what each participant finds surprising, encouraging and painful about the findings. The participants will then identify the findings that have the greatest impact (both positive and negative) on the success of the school.

#### **3. Define goal and indicator of success**

During this step in the process, the participants will identify a goal that will provide vision and direction for the school's actions moving forward. The goal will be aligned to the areas for improvement that have been prioritized by the participants. Participants will also identify an indicator of success that can be used to measure the school's progress toward its goal.

#### **4. Identify barriers and key success factors (KSF) to achieving goal**

The participants will identify barriers that have the ability to hinder or are hindering the school's ability to reach its goals, as well as key success factors that, if lost or absent, may have a detrimental effect on the school.

#### **5. Identify actions to meet goal**

The participants will generate a list of actions that the school can take in order to overcome barriers. The facilitator will assist participants in identifying high impact actions that require low effort and/or limited investment in additional resources (time, money, or other).

#### **6. Create an implementation plan and select champions**

The facilitator will guide participants in the creation of an implementation plan that will identify the length of time that is needed to complete each action, the date by which it will be completed, a champion for each action, and a method for reporting progress. The champion is not responsible for completing the actions or single-handedly reaching the goal, but instead to promote the goal and report back on the status of the goal to the participants of the prioritization session.

## **7. Close the process**

Together, the group will revisit the session objectives and evaluate accomplishments.

## Appendix J: Evidence of Consultation with Title I Committee of Practitioners

**From:** Foodman, Julia (DOE)

**Sent:** Friday, November 01, 2013 2:10 PM

**To:** 'madams@melrose.mec.edu'; 'j.alexander@schoolsofwestfield.org'; 'ebouley@gnbvt.edu'; 'lbreau@chelseama.gov'; 'Annemariemcarrreardon@k12.waltham.ma.us'; 'AMCarr-Reardon@lawrence.k12.ma.us'; Foisy, Lynda; 'g.furman@diospringfield.org'; 'mgrassi@cpsd.us'; 'uharel@k12.somerville.ma.us'; 'p.hilton.ccc@comcast.net'; 'roho1111@juno.com'; 'djosephson@worcesterdiocese.org'; 'neelima\_katre@yahoo.co.uk'; Lilley, Alex J (DOE); 'morrison@mrsd.org'; 'nolanvolunteer@yahoo.com'; 'pagan-vegad@sps.springfield.ma.us'; Pakos, Matthew; 'susan.petrucci@aic.edu'; 'richterm@sps.springfield.ma.us'; 'sryan@fallriverschools.org'; 'samseld@mrsd.org'; Toner, Paul; 'bmiyares@massteacher.org'; 'pzinni@avon.k12.ma.us'

**Subject:** COP call today at 3pm

Hi All – attached are slides for the COP call today at 3pm. It would be helpful to have these in front of you for the call. We look forward to speaking with you soon.

Call-in information:

**Phone: 781-338-3096**

**Passcode: 284923**

### Julia Foodman

School Improvement Grant Programs

Massachusetts Department of Elementary & Secondary Education

75 Pleasant St., Malden, MA 02148

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**From:** Foodman, Julia (DOE)

**Sent:** Monday, October 28, 2013 11:51 AM

**To:** 'madams@melrose.mec.edu'; 'j.alexander@schoolsofwestfield.org'; 'ebouley@gnbvt.edu'; 'lbreau@chelseama.gov'; 'Annemariemcarrreardon@k12.waltham.ma.us'; 'AMCarr-Reardon@lawrence.k12.ma.us'; Foisy, Lynda; 'g.furman@diospringfield.org'; 'mgrassi@cpsd.us'; 'uharel@k12.somerville.ma.us'; 'p.hilton.ccc@comcast.net'; 'roho1111@juno.com'; 'djosephson@worcesterdiocese.org'; 'neelima\_katre@yahoo.co.uk'; Lilley, Alex J (DOE); 'morrison@mrsd.org'; 'nolanvolunteer@yahoo.com'; 'pagan-vegad@sps.springfield.ma.us'; Pakos, Matthew; 'susan.petrucci@aic.edu'; 'richterm@sps.springfield.ma.us'; 'sryan@fallriverschools.org'; 'samseld@mrsd.org'; Toner, Paul; 'bmiyares@massteacher.org'; 'pzinni@avon.k12.ma.us'

**Subject:** COP call 11/1 at 3pm

## Appendix J: Evidence of Consultation with Title I Committee of Practitioners

Dear Title I Committee of Practitioner members,

We will hold a one-hour COP conference call this **Friday, November 1 at 3pm.**

Topics of discussion will include:

- ESEA flexibility monitoring
- Double-testing flexibility waiver
- Federal SIG application and waiver
- ESEA flexibility renewal

Call-in information:

**Phone: 781-338-3096**

**Passcode: 284923**

Please let me know if you plan to join the call. Thank you.

**Julia Foodman**

School Improvement Grant Programs

Massachusetts Department of Elementary & Secondary Education

75 Pleasant St., Malden, MA 02148

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# Massachusetts Title I Committee of Practitioners Conference Call

November 1, 2013

Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION



# Agenda

- ★ Basic facts about Massachusetts' Title I programs
- ★ ESEA flexibility monitoring & renewal
- ★ SIG application & waivers
- ★ Report card redesign



# School Redesign Grants

- ★ §1003(g) federal fiscal year 2013 state application: \$7.2M
  - ★ Timeline
    - ★ State application due to U.S. Department of Education 11/15/2013
    - ★ District applications due to ESE in March (planned due date)
  - ★ Waivers
    - ★ Priority schools: to allow ESE to use Level 4 schools for list of eligible schools
    - ★ Period of availability: to extend availability of funds through September 2017



## **Notice of Intent to Apply for a Waiver of Certain Title I Section 1003(g) (School Improvement Grants) Requirements and Opportunity for Comment**

October 24, 2013

---

In November 2013 the Massachusetts Department of Elementary and Secondary Education (ESE) will submit a new application for federal School Improvement Grant (SIG) funds to serve the Commonwealth's persistently lowest achieving schools. As part of that application, ESE has the opportunity to request waivers of certain Title I Section 1003(g) requirements that relate to the use of SIG funds. Information regarding the SIG program is available via the U.S. Department of Education's website: [www2.ed.gov/programs/sif/index.html](http://www2.ed.gov/programs/sif/index.html).

This notice is to provide you with the opportunity to review and comment on ESE's waiver requests, which will be submitted as part of an application for federal SIG funds.

The first waiver is necessary to ensure that the Commonwealth's persistently lowest achieving schools are accurately identified as eligible for SIG funds. The second waiver would extend the period of availability for these federal fiscal year 2013 SIG funds through September 30, 2017.

Comments may be submitted via email to [titlei@doe.mass.edu](mailto:titlei@doe.mass.edu). Your comments, if any, must be received by the Department no later than November 7, 2013.

### **1. Priority Schools List Waiver: To Allow ESE to Replace Its List of Federally Defined Tier I, II and III Schools With Its List of Priority (Level 4) Schools as Approved Through Massachusetts' ESEA Flexibility Waiver.**

Summary: ESE intends to request a waiver of the school eligibility requirements in Section I.A.1 of the SIG final requirements in order to allow Massachusetts to replace its lists of Tier I, Tier II, and Tier III schools with its list of schools that meet the definition of "priority schools" in the document titled *ESEA Flexibility* and that were identified as Level 4 schools in accordance with Massachusetts' approved request for ESEA flexibility.

### **2. Period of Availability Waiver: To Extend Availability Period for Federal Fiscal Year 2013 School Improvement Grant Funds Through September 2017.**

Summary: ESE intends to request a waiver from the U.S. Department of Education to extend the period of availability for the state's federal fiscal year 2013 School Improvement Grant (SIG) funds authorized under Section 1003(g) of the Elementary and Secondary Education Act. If granted, the waiver will allow the state to use approximately \$7.2M in FFY2013 SIG funds through September 30, 2017 to support low-performing schools that successfully apply for School Redesign Grants. The current period of availability ends on September 30, 2015.

## **Appendix L: Comments Received in Response to Notice of Intent to Apply for Waivers of Certain Section 1003(g) Requirements**

Massachusetts received no comments in response to its October 24, 2013 notice of intent to apply for certain Title I Section 1003(g) School Improvement Grant requirements.



School Redesign Grant  
FY 14 Research Plan

Draft October 31, 2013

Submitted to:  
Massachusetts Department of Elementary and Secondary Education

Submitted by:  
University of Massachusetts Donahue Institute



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**ESE School Redesign Grant  
FY14 Evaluation Plan**

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## I. Background

In January 2012, the Massachusetts Department of Elementary and Secondary Education (ESE) contracted with the University of Massachusetts Donahue Institute (UMDI) to design and conduct a program evaluation of the School Redesign Grant program (SRG). UMDI developed a scope of work and research plan extending through July 2012, which included a budget, tasks and timelines, responsibilities, and confidentiality measures.

In September 2012, ESE extended UMDI's Interdepartmental Service Agreement (ISA) through June 30, 2014. It includes budgets, tasks and timelines, and responsibilities for FY13 and FY14.

This research plan develops the FY14 scope of work in more detail and is intended as a resource to guide planning and implementation of UMDI's evaluation of the School Redesign Grant.

## II. Overview of the School Redesign Grant

Two cohorts received funding in the fall of 2010 to implement redesign plans aimed at dramatically improving student achievement. Cohort 1 comprised 12 schools from three districts (Boston, Chelsea and Springfield), while Cohort 2 comprised 18 schools in eight districts (Boston, Fall River, Holyoke, Lawrence, Lowell, Lynn, Springfield, and Worcester).<sup>1</sup> Of these, 10 schools adopted the Turnaround model, 18 adopted Transformation, and 2 adopted the Restart model.<sup>2</sup> Five districts received funding to support the implementation of their schools' redesign plans: Boston, Fall River, Holyoke, Lynn, and Springfield. A third cohort received funding in June 2012, comprising nine schools in six districts (Brockton, Lawrence, Lynn, Salem, Springfield and Worcester). Of these, seven schools adopted the Transformation model, one school adopted the Turnaround model, and one school adopted the Restart model.<sup>3</sup> Two of the districts (Lawrence and Lynn) received funding to support the implementation of their schools' redesign plans. A fourth cohort received funding for grants to begin in fall 2013, comprising five schools in four districts (Boston, Lawrence, New Bedford and Springfield). Of these, two schools adopted the Turnaround model, two schools adopted the Restart model, and one school adopted the Transformation model. All four districts received funding to support their schools' redesign plans.<sup>4</sup>

In September 2013, the commissioner released decisions about schools' accountability level status. At this writing, 12 SRG schools exited Level 4 status (Orchard Gardens/Boston; Trotter/Boston; Blackstone/Boston; JFK Elementary/Boston; Harbor M.S./Boston; Doran/Fall River; Murkland/Lowell; Connery/Lynn; Harrington/Lynn; Zanetti/Springfield; Homer/Springfield; Union Hill/Worcester).<sup>5</sup> ESE has developed a set of assurances that districts with exiting schools must guarantee; the Department plans to monitor these districts over the next year.

### Purpose and Overview of Research Design

UMDI's evaluation is designed to meet two purposes:

---

<sup>1</sup> Note that one school's FY13 renewal application (English High/Boston) was denied, but was later funded under cohort 4.

<sup>2</sup> Note that one school (Arlington Elementary/Lawrence) changed strategies, shifting from the Transformation model to the Restart model in FY13.

<sup>3</sup> Note that one school (South Lawrence East Middle School/Lawrence) shifted from a Transformation model to a Restart model.

<sup>4</sup> At this writing, a number of schools are in the process of engaging an EMO and/or facing potential state takeover. Clarifications and final status are to be determined during the next few weeks.

<sup>5</sup> UMDI will continue to follow updates to schools' status over the course of the year.



- To provide ESE with the type of formative feedback that would support continuous improvement in school, district, and ESE implementation of SRG.
- To capture evidence of short- and long-term changes, developing explanations of change (progress, success) that is likely associated with elements of SRG. The evaluation will ultimately yield explanations of factors that likely contribute to turnaround in underperforming schools.<sup>6</sup>

The evaluation follows an emergent design, such that questions posed in an initial phase yield preliminary findings that are further explored in a next phase. This time-phased approach allows for testing and confirmation or disconfirmation of findings on an ongoing basis, and allows ESE to develop a growing knowledge base about what works and does not work as schools move through their turnaround processes.

### III. Research Questions

The evaluation is driven by two main research questions, presented below. In contrast to prior years, the evaluation will be more focused on Question 2 than Question 1 in FY14. UMDI will continue to communicate any relevant feedback from the field (Question 1), but FY14 data collection and analysis will largely focus on identifying elements of school redesign processes that can reasonably be associated with turnaround progress (Question 2). Reflecting the evolution of the initiative to this point, the evaluation takes a summative turn in FY14, crafting inquiry to capture a more retrospective look at SRG thus far, guided by questions such as: What are the lessons that emerge? How can the state best manage efforts to turn around historically underperforming schools? How can the state best reinforce districts' ability to turn their schools around and sustain progress? Looking at schools' trajectories over time, what are the critical threats to dramatic and sustained improvement? What are the levers that appear most likely to yield improvements in school performance and why? Are there particular combinations of turnaround strategies or other elements of redesign work that appear more likely than others to be associated with rapid and dramatic change? What are the elements of districts' engagement with underperforming schools that appear more likely than others to be associated with rapid and dramatic change and why? Can we begin to explain why schools in the same district may demonstrate differing performance, and implications?

#### Primary Research Question 1: How can ESE best support and manage the SRG project?

This component addresses ESE's implementation of the program both thus far and in the future. Areas of focus include ESE's process of school/district selection (e.g., application requirements such as demonstrating readiness on specific indicators), progress monitoring, the structuring of funding, and ESE's implementation support. Secondary questions in support of this primary question include:

- To what extent and in what ways have tools and procedures employed in the application and renewal processes, and Level 4 Exit processes proven useful and reliable. In what ways are modifications suggested?
- What lessons should inform ESE's continued implementation of the SRG program, and/or similar efforts to

<sup>6</sup> Note that while robust explanations will be built over time, the SRG redesign plans are complex and schools' turnaround strategies and associated effects are assumed here to be highly *context-dependent* (i.e., reflective of the particular histories, personnel, and other salient characteristics of the participating schools and districts). Explanations, conclusions, lessons learned and other results generated through this evaluation are therefore anticipated to be useful to the extent that they will be grounded in patterns and trends evident in the portfolio. They may be *potentially* generalizable or transferable to cases with similar characteristics, but the study is not conceived for predictability. That is, unlike statistically generalizable conclusions that would emerge from an experimental or quasi-experimental design, the conclusions generated here will achieve credibility and trustworthiness through standard qualitative research strategies such as triangulation across multiple data sources and through multiple data collection methods which have been customized to the schools and districts being studied. Limited generalizability may follow from careful examination of new cases, keeping in mind that the findings developed in this study are situated in fuller explanations of complex phenomena.



support turnaround in historically underperforming schools? In retrospect, what might ESE have done differently? What, if any, implications for program managers and policy makers are suggested?

**Primary Research Question 2: In what ways and to what extent is SRG associated with schools' turnaround progress and improvements in student success?**

This question explores relationships between various elements of schools' redesign processes and evidence of progress or success, over time, with respect to teaching and learning. Given that a first cohort of schools has completed its 3-year grant period and a second cohort is now reaching the end of its cycle, the evaluation will examine relationships between elements of redesign and outcomes by school and district. In contrast to previous years—when formative questions and reporting by statewide trends and patterns were appropriate to the needs of the program—the shift this year is to more summative questions and an examination of the trajectories of participating schools and districts. The intent is to tease out, to the extent possible, those turnaround strategies (e.g., decisions, interventions, conditions) that can reasonably be associated with improvement, under particular conditions. Conversely, the study will investigate relationships between various elements of redesign and lack of improvement. Throughout, the study strives to capture those elements of redesign that are more likely than others to affect outcomes—both those elements that are likely to “make a difference” in a positive trajectory and/or “critical threats” that appear likely to impede progress. To the extent possible, the study strives to explain “why” or “why not” with respect to redesign strategies and outcomes.

Building on preliminary explanations developed thus far, and incorporating questions of interest to ESE, the study will confirm or disconfirm tentative hypotheses that have emerged and may also generate new hypotheses to be tested in the future. The following question sets reflect our current understanding of ESE's key information needs as well as preliminary patterns in the data collected thus far. They illustrate lines of inquiry that the FY14 study will pursue in support of the broader questions, “In what ways and to what extent is SRG associated with schools' turnaround progress and improvements in student success?” and “What short- or long-term implications, if any, do the study's findings suggest for ESE, school and district leaders, policy makers?”

**A first set of secondary (supporting) questions examines relationships between turnaround models and improvement, as follows.**

**Q2.1 Which elements of the turnaround models are associated with improvements, and why?**

The program originally laid out major distinctions between four different SRG models (T, T, R, and C) and required specific rationales for selection. Evidence suggests, however, that these distinctions have not been as clear-cut or as useful from an analytical perspective as originally anticipated. Closure has not been employed, for example, and thus far we have seen that distinctions are blurrier than originally anticipated: across these models some schools employ the extended time options prescribed only for Transformation, for example. Our analysis of perceptual data, thus far, has not suggested distinctions *at the level of the federal turnaround model*. Additionally, changes in the state's management of the Restart model—inviting particular schools to engage an EMO before receivership is triggered, for example—suggest that the elements of “the model” are more flexible and complex than originally intended.

In this light, the evaluation will investigate relationships between *various elements of the models*, and progress. For example:

- A. **Teacher turnover rate:** Do schools that show evidence of progress share common traits in this regard? Did they all release and rehire, for example, more than 50% of their staff? Did they make this change in the months prior to grant start-up? Or did teachers leave for other reasons (e.g., the adoption a new extended learning time schedule)? Did the teacher turnover rate matter, and if so, why? Or did schools that remained “stuck” experience typically high



rates of teacher turnover, and if so, did this matter, and why? Are there relationships between teacher turnover and other school level factors (e.g., professional climate) that might explain performance? Hypotheses at work are that a) a critical mass of teachers who are new to the building and can commit to the vision and engage in the highly demanding/professionally stimulating work of turning a school around is essential, and b) loss of those staff members who have committed to the vision and participated in team-building and professional development (PD) is particularly detrimental to the redesign process.

- B. **EMO's:** Do schools that show evidence of progress share common traits in this regard? Were they all managed by the same organization? Were the EMOs engaged at similar points along the schools' trajectories? Were similar processes employed to recruit, hire, and interact with the organization? Do principals and educators in these schools express similar feedback to their districts and to ESE regarding working with EMOs? Do schools managed by the same EMO demonstrate differing performance within the same district or across districts? Why or why not? What lessons emerge relative to the timing and other aspects of contracting and working with external agencies to drive the redesign process?

While consideration of schools' and districts' experience under redesign could arguably all be categorized under *elements of the models*, for clarity we draw a distinction here between *elements of the models* and *turnaround strategies*, in order to capture the multitude of decisions, interventions, and efforts at play in SRG schools across the Commonwealth. **A second set of supporting questions (Q2.2) examines relationships between turnaround strategies and improvement.** As appropriate, our emergent findings are presented, followed by FY14 questions to confirm, disconfirm, or otherwise further explore these findings.

**Q2.2 Which turnaround strategies (e.g., decisions, interventions, conditions) can reasonably be associated with improvement, under which conditions, and why?**

A. Leadership

1. **Distributed leadership**

For the most part, leaders indicate and educators confirm that leadership responsibilities are distributed effectively within schools. Principals consistently cite distributed leadership as an important protection against burnout, and leaders and educators view teacher leadership as an important strategy to ensure sustainability of innovations after the grant period.

Over 90% of surveyed principals in 2013 indicated that distribution of leadership responsibilities was an “effective” or “very effective” turnaround strategy.

The majority of educators surveyed (64%) expressed agreement that “leadership responsibilities are effectively distributed among individuals and/or teams at my school,” 66% reported that leadership builds consensus around various school issues, and 72% reported that administrators and teachers share responsibility for redesign efforts. With regard to effectiveness, 73% indicated that the people in leadership positions at their schools work well together, and 89% reported that the leadership team or committee in which they were most involved is effective or very effective. Nearly all (90%) of teachers surveyed agreed that their school offers opportunities for teachers to serve on leadership teams, and about three-quarters (74%) agreed that their school provides opportunities to advance into teacher leader positions.

Educators were asked the extent to which they feel their input has been seriously considered in decision-making processes related to redesign efforts at their schools. Nearly one-fifth of respondents had not contributed to a decision-making process related to school redesign efforts at their school. Of those who did contribute, 18% felt



that their input was considered “to a great extent,” about one-third felt that it was considered “to some extent” (34%) or “a little” (30%), and 18% reported that it was not taken seriously “at all.”

**FY14 questions:** To what extent is distributed leadership associated with improvement? Do the schools that have made progress thus far tend to be the schools in which principals and educators report effectiveness on the distributed leadership measures? Why or why not? Do schools that reflect increased teacher input into decisions perform differently than their counterparts?

Is there overlap between the schools that have made progress and the schools that reportedly offer teachers opportunities to advance? What does this tell us about the likelihood of sustaining the changes made thus far?

## 2. New leadership structures

Overall, principals were more likely than educators to view the creation of new leadership strategies as effective (the percentage of principals who perceived the creation of new leadership strategies to be effective or very effective increased in 2013, from 63% to 93%). While still a majority, only 59% of educators reported that the creation of a new leadership structure was effective or very effective in making changes at their school.

**FY14 questions:** How do schools that are believed by principals and teachers to have effective, newly created leadership structures perform? Are these new structures all examples of distributed leadership paradigms, or do they suggest other approaches to leadership that are associated with progress? Are there patterns in the data to suggest that this factor, in combination with others, may be associated with improvement? Are there particular changes that account for the increase in principals’ endorsement of this strategy in 2013?

## 3. Principal’s experience

**FY14 questions:** How do the following characteristics map to schools’ performance, and what are the implications?

- Years of experience as an educator.
- Years of experience as a principal.
- Prior experience successfully turning around a school.
- Prior experience in an urban district.
- Years of experience in the current district.

## 4. Principals’ leadership characteristics under redesign

Surveyed educators expressed an overall sense that school leaders have brought staff together to pursue redesign goals and have aligned practices and decisions with those goals. At least three-quarters of respondents agreed or strongly agreed with the following:

- “Our principal inspires us to stay focused on redesign goals” (82%).
- “School administrators align school practices with school redesign goals” (80%).

Surveyed educators also provided feedback on the quality and substance of the leadership decisions at their schools, as well as the degree to which the decisions and practices support redesign. These questions also revealed high satisfaction with leadership: 76% felt that the decisions supported integrated redesign efforts, 80% felt that



decisions were based on careful consideration of students' academic needs, and 65% felt that they were based on careful consideration of students' social-emotional needs.

**FY14 questions:** To what extent and in what ways, if at all, are school leaders' decisions and practices associated with school improvement? Do the schools in which staff report that leaders have brought focus to the work and made decisions reflecting students' needs show more progress as compared to their counterparts? Why or why not? Implications?

## 5. Principal burnout

In both years, about three-quarters of the surveyed principals (72% in 2013 and 75% in 2012) reported that "to a great extent" or "to some extent" they either recognize the potential for or are already experiencing signs of burnout as a redesign leader. Among the closed response choices, principals in both years indicated that distributed leadership, ongoing communications with the district, and collegial networks were the most common measures to protect against burnout. However, the percentage of principals who cited collegial networks as a protective measure declined in 2013 (from 46% in 2012 to 28%), and the percentage of principals who indicated that no mechanisms were in place nearly doubled from 2012 to 2013 (from 13% to 24%).

**FY14 questions:** Is the longevity of a principal in a school associated with progress, or do schools tend to survive transitions between school leaders, keeping the focus on the redesign goals and maintaining any momentum that may have been started? Are particular conditions associated with a principal's longevity (e.g., collegial networks, distributed leadership, various elements of district support)? Educators' open-ended survey responses suggested that at least in some cases the redesign mission was associated with a particular leader, and that the loss of that leader negatively impacted the continuing work of school teams. What lessons can be learned from schools that have maintained momentum through transitions?

### B. The District Role in Redesign

#### 1. School-district relationships: alignment, understanding, and support

In last year's survey, educators largely perceived school and district efforts to be aligned and felt that the district supported and understood their redesign efforts. Among those surveyed who felt they could offer an opinion, 82% reported that the district mandates aligned with their schools' redesign efforts, and 75% agreed that district leaders actively supported their schools' redesign efforts. Almost two-thirds (64%) agreed that district leaders convey an understanding of the issues that are particular to their school.

**FY14 questions:** How have the schools in which educators tend to see districts as more aligned, understanding of the issues, and supportive performed? Are they clustered in a few districts, or spread across several districts? What can these results tell us about differing school performance across a district? Similarly, what is the distribution of schools in which alignment, understanding, and support are not perceived to be strong? In both cases (more or less critical ratings), what are the relationships between these items and other items capturing perceptions of district support (#2 and #3 below)? Do certain elements of district support to schools matter more than others?

#### 2. Districts' support to principals

Principals noted multiple ways in which their district was providing support to them in their role as a redesign principal. In response to the question, "How does the district support you in your role as a redesign principal?" the 2013 principals most commonly cited formal assessment of job performance, formal coaching and/or mentoring,



and support from district staff or leaders. In 2012, principals most commonly identified support from district staff or leaders. Notable differences between this year's and last year's responses include:

- The percentage of principals who identified formal assessment of job performance as a form of district support greatly increased (from 33% to 59% in 2013).
- The percentage of principals who identified formal coaching and/or mentoring increased by 17% in 2013.
- The percentage of principals who identified facilitation of professional networks increased by 15% in 2013.
- The percentage of principals who identified facilitation and coordination of external partnerships greatly declined (46% to 14%).
- The percentage of principals who identified monitoring of external partnerships was consistently low each year but declined even further this year (from 29% to 17%).

When asked which one, if any, of the district supports they believe has contributed most to their success as a redesign principal, the most common responses among 2013 principals were different forms of principal collaboration (e.g., network meetings, principal mentors, and “the PLC format with principals”) and support from district staff (including participation on leadership teams). These two main areas of support, particularly references to the value of principal networking opportunities, were also among the most common responses in the 2012 principals' survey.

**FY14 questions:** Which of the district-provided supports appear to matter most in terms of school improvement? Are there certain key elements of district support to principals that matter more than others? What are the elements of district support that are common to higher-performing schools, and why? Do schools showing improvement span a number of districts or are they situated in just a few districts? If principals from the same district report different kinds and levels of district support, why? And how do these different kinds and levels of support map to performance? Are there relationships between principals' participation in collaborative forums and principals' “success” (e.g., perceived ability to unify a staff, develop teacher leaders, remain on the job)? How have the schools led by principals who participated in collaborative forums *and* received high ratings from their staff performed?

### 3. Districts' support to schools

In terms of usefulness of district supports, the percentage of principals who rated several key supports as “very useful” or useful” increased in 2013 as follows:

- Meetings to review school performance, from 43% to 62%.
- Monitoring of school progress and results, from 53% to 76%.
- Assistance with sustainability planning, from 19% to 41%.

By contrast, the perceived utility of district-provided data management services declined in 2013 (from 62% to 48%). Additionally, principals' second highest request for increased district involvement in 2013 was student data management and analysis.

**FY14 questions:** How have the schools led by principals who found these district-provided supports to be useful performed? Do these schools span a number of districts or are they situated in just a few districts? Are there certain key elements of district support to schools that matter more than others? How does the perceived utility of district-provided data management services map to performance?



### 3.a. District-provided coaches, instructional specialists and professional development

While leaders and educators tend to agree that instructional supports such as coaches and instructional specialists are effective and that professional development is being implemented appropriately, perspectives vary somewhat. Overall, principals tend to believe that these district-provided resources are less effective than their school-provided equivalents.

More than three-quarters of principals surveyed found school-based specialists to be effective, and the perceived effectiveness of school-based instructional coaches increased in 2013. In both years, however, school-based instructional coaches and specialists received higher effectiveness ratings than their district-based counterparts. Only about one-third of principals found district-based specialists to be effective in 2013, and the perceived effectiveness of district-based instructional coaches decreased from the prior year (from 52% to 35%). Preliminary results suggest that district-based staff are perceived to be less effective because they lack familiarity with the school context, including climate, instructional repertoires, and challenges. In some districts, staff are thinly spread across multiple schools, which minimizes contact time as well as the opportunity to build working relationships.

With respect to district-provided professional development:

- Slightly less than two-thirds (63%) of surveyed educators indicated that their district-provided PD was of high quality, and the same percentage agreed that it was relevant to their subject area and/or grade level.
- Most principals indicated that school-based initiatives make use of learning walk results (e.g., as a point of discussion in professional learning communities, to inform the work of school-based instructional specialists, and to identify school-based PD structured around the areas of weakness highlighted in the walks), but only a handful of principals reported that the district develops PD to support areas of weakness identified in the learning walks.

**FY14 questions:** In what ways, if at all, do effective coaches and instructional specialists make a difference in school improvement? Do the schools that report relatively better satisfaction with these district-provided resources come from the same district(s), or do they span a range of districts? What lessons can be learned about district support to schools through coaching and instructional support personnel? Similarly, in what ways, if at all, does professional development make a difference in school improvement? What are the characteristics of district-provided coaching and PD that are associated with effectiveness? What lessons can be learned about district support to schools through professional development?

#### C. Instruction/Structures to Support Teacher Growth

##### 1. Common vision and clear instructional goals

A strong majority of educators surveyed reported that:

- Plans for instructional improvement have been articulated at their school (79%).
- They share a common vision with colleagues (79%).
- Curriculum is aligned across grade levels (70%).
- Curriculum and instruction are consistent among teachers in the same grade (75%).
- They share a common vision with colleagues in their schools (79%).



**FY14 questions:** To what extent do these factors make a difference with respect to school turnaround? To what extent are they common to the schools that have shown evidence of progress? Do the schools that tend not to be characterized by a common vision and clear instructional goals come from the same district(s), or do they span a range of districts, and how have these schools performed? What are the implications for school, district, and state leaders?

2. **Feedback from learning walkthroughs (Note overlaps with district-provided support):**

- The proportion of surveyed principals indicating that the district’s provision of learning walks was “not frequent enough” increased from 5% to 21% in 2013. Slightly more than half of the 2013 surveyed principals indicated that evidence from the district’s learning walks is useful or very useful (56%), and that feedback from the learning walks is provided to the teachers who were observed (52%).
- About three-quarters of respondents to the educators’ survey agreed that their principal or assistant principal provides timely feedback from formal and/or informal learning walkthroughs.

**FY14 questions:** To what extent do these factors make a difference with respect to school performance? To what extent are they common to the schools that have shown evidence of progress? Are there relationships between the schools and districts that are perceived to have frequent provision of useful feedback, and performance?

3. **Professional development**

A majority—and often strong majority—of educators indicated that the PD they have received (in total) has been relevant, has been of high quality, and has had positive impacts in the classroom. More than three-quarters of educators surveyed indicated that PD offerings were relevant to their school’s improvement goals, and about three-quarters reported that their classroom practices had “changed as a result of professional development so that [they could] better meet the needs of [their] students.” More than half indicated that PD was “differentiated so that it is relevant to [them].”

**FY14 questions:** To what extent does PD make a difference with respect to school performance? Are there relationships between the schools and districts that are perceived to have relevant, high quality, differentiated PD, and performance? Why is PD more effective in some redesign schools than others (e.g., characteristics of the PD such as content, delivery, and timing, as well as contextual factors such as percentage of staff turnover and grade levels)? Why is PD better differentiated in some schools than others, and are those schools situated in a few districts or do they span a range of districts?

4. **School structures to support staff growth and student learning**

4.a. **Extended learning time (ELT)**

The percentage of principals who reported using additional minutes during the school day decreased (from 84% in 2012 to 62% in 2013), as did the percentage who reported using time on weekends (from 21% in 2012 to 10% in 2013). Reported use of time in the summer and during vacation weeks remained fairly constant. In both years, about half of the principals surveyed associated extended time with increased opportunities for staff collaboration, but only a minority of principals associated it with student growth.

**FY14 questions:** To what extent is extended learning time associated with student growth? To what extent is extended learning time associated with increased opportunities for staff collaboration? How have the schools with



principals who associate ESL with student growth performed? Are there relationships between ELT and other aspects of instruction (e.g., PD, aligned curriculum), or between ELT and other variables such as district supports or leadership characteristics that are associated with improved school performance?

#### **4.b. Common planning time (CPT)**

About 75% of educators indicated that they participate in CPT on a regular basis. Overall, these educators perceive that the work they accomplish during common planning time is aligned with the school's redesign goals (88%). Most respondents (55%) indicated that CPT is effective, and more than one-third (37%) indicated that it is somewhat effective. Between 87% and 92% of educators reported that their planning time is focused, that they work productively to solve problems and plan instruction, that they use the time to share materials and review student data, and that they hold one another accountable to get the work done. Similarly, 75% of the 2013 principals indicated they found formal structures for teacher collaboration, including PLCs and CPT, to be effective in promoting change at their schools.

Within the question series on CPT, the highest level of disagreement is related to time allocation: nearly one-third of educators disagreed or strongly disagreed with the statement, "the amount of time allotted [to CPT] is adequate for our tasks." However, 91% of the educators surveyed agree that their school leadership supports the allocation of time for common planning, suggesting that further work is needed to bridge the gap between intended and actual time allocations. Thus far, scheduling and staffing appear to be typical barriers to CPT. For example, of those survey respondents who do not participate in CPT on a regular basis, about one-third work in schools that do not have CPT built into the schedule, and a few find that CPT is disrupted by other needs, such as covering for an absent teacher or fulfilling other teaching responsibilities or administrative needs.

#### **4.c. Instructional time**

Scheduling challenges have also been shown to impact tiered instruction more generally. Educators point to a need to schedule sufficient instructional time and make certain that there are minimal interruptions during class time: 43% of the respondents to the educators' survey disagreed with the statement that they have sufficient instructional time to meet the needs of all students, and 48% disagreed that they can focus on educating students with minimal interruptions.

**FY14 questions:** How, if at all, is effective, regularly scheduled CPT associated with school performance? Do schools with effective, regularly scheduled CPT fall within the same few districts or do they span a broader range of districts? How, if at all, is sufficient, uninterrupted instructional time associated with school performance? Do schools with sufficient, uninterrupted instructional time fall within the same few districts or do they span a broader range of districts? Are there relationships between CPT, instructional time, and other aspects of instruction (such as district supports or leadership characteristics) that are associated with improved school performance?

#### **4.d. Tiered Instruction**

Results from both principals and educators suggest that tiered instruction is largely perceived to be an effective strategy, although educators tend to offer slightly more positive effectiveness ratings than principals, and the percentage of principals who indicated that tiered instruction was "very effective" or "effective" decreased somewhat from 2012 (79%) to 2013 (68%). Additionally, the SchoolWorks' 2012 Monitoring Site Visit reports note that tiered instruction is not consistently practiced in many schools.



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Certain challenges to effective tiered instruction have been cited consistently from 2012 to the present: for principals and educators, the main concerns include the ability to meet the needs of the English language learner and special education populations, insufficient staffing, and scheduling. **Principals, however, indicate more concern about PD, and educators indicate more concern about student behavior.** More than half (59%) of the educators surveyed cited student behaviors as a challenge to consistent implementation of tiered instruction, compared to only 33% of the 2012 principals and 28% of the 2013 principals.

With respect to special populations and student behavior, it is worth mentioning that even though educators tend to cite students behavior as a challenge to tiered instruction, on the whole they offered a notably positive assessment of their own skills and knowledge in this area:

- Over 80% of educators agreed or strongly agreed that their knowledge of how to work with varied populations of students has increased.
- Eighty-four percent of educators agreed or strongly agreed that they are “equipped with the necessary skills to effectively teach all students in [their] classroom.”
- Nearly all educators (95%) reported that they “know some techniques” to quickly redirect a student who becomes disruptive.

With respect to PD, in 2012 and 2013, more than half of the principals surveyed believed that “additional PD is needed so that teachers understand tiered instruction,” and in 2013, the percentage of principals who believe that “additional PD is needed so that teachers can use data to inform tiered instruction” increased from 33% to 55%. **Far fewer teachers, by contrast, cited the need for additional PD** (16% “to understand tiered instruction” and 9% “use of data”).

**Overall, concerns about the use of data as it relates to tiered instruction increased in 2013 for principals.** In addition to the need for PD in this area, the percentage of principals who identified “no system for managing data” as a challenge tripled (increased from 8% to 24%). **Educators, however, tend not to share concerns about the use of data in planning and implementing tiered instruction.** At least three-quarters of educators reported that they have ongoing access to student data, that they feel confident in their ability to analyze student data to inform instruction, and that they have seen evidence that use of data has had a positive impact on their students’ academic performance. Only a handful of educators cited “no system for managing data” (7%) and “no system for using assessment data” (6%) as challenges to implementing to tiered instruction.

**FY14 questions (Instruction):** Broadly, the results presented here point to differing assessments of teacher efficacy across the two stakeholder groups. Traditional limits to self-report and survey methodology (e.g., social desirability, inability to probe) may account in part for the differences, but the FY14 evaluation will strive to tease out possible relationships between teachers’ professional development, data systems and practices in place, and student learning. Specifically, are there relationships between the variables discussed here and school performance? For example: How do educators’ and principals’ perceptions of the role of student behaviors relate to other variables, like suspension rates? How do educators’ and principals’ views of the need for PD—to understand tiered instruction and to use data to inform instruction—map to perceptions of instructional time, access to data, and district-provided data support? Are there patterns in the data to suggest that some schools, or districts, have better aligned their structures and systems to support teacher growth, effective instruction and enhanced student learning?

D. Strategies to address students’ social, emotional and health needs



Strategies to address students' social-emotional and health needs in SRG schools can be loosely organized into three categories: 1) family and community partnerships; 2) safety and behavior expectations; and 3) school-wide systems of support. Overall, principals and educators feel that the strategies in place in their schools have been effective in each of these areas, as shown below. Additionally, principals' aggregate effectiveness ratings of these strategies show notable perceptions of progress from 2012 to 2013.

### 1. Family and community partnerships

- Efforts to engage and support relationships with parents
  - Eighty-four percent of educators feel that people in their school make an extra effort to build personal relationships with students and their parents, and 81% indicate that educators engage with parents to help students succeed.
  - The percentage of principals reporting that the strategy of sharing information about student progress with families has been effective or very effective increased from 53% to 68%
- Efforts to engage with partners
  - Fifty-six percent of educators feel that the strategy of forming partnerships with providers that offer social services and supports to students has been effective or very effective.
  - The percentage of principals reporting that the strategy of forming relationships between community partners and the school has been effective or very effective increased from 52% to 75%.

### 2. Safety and behavior expectations

- Student safety and efforts to address student behavior
  - A strong majority of principals in both years believed that the development of explicit behavior expectations for staff had been very effective or effective.
  - Results show increases in the percentages of principals reporting that the following strategies have been effective or very effective:
    - Developing explicit behavior expectations for students (57% to 78%).
    - Developing explicit safety expectations for students (58% to 75%).
    - Developing explicit safety expectations for staff (58% to 74%).

### 3. School-wide systems of support

- Results show increases in the percentages of principals reporting that the following strategies have been effective or very effective:
  - Implementing a school-wide system of support for students (68% to 89%).
  - Implementing systems/processes that allow the school to work with families to address students' social, emotional, and health needs (58% to 89%).

While these results show overall positive perceptions, they also point to potential areas for improvement and/or further inquiry. For instance, as noted in the Tiered Instruction section, questions arise as to what accounts for differences in estimations between principals and educators of the role of student behaviors in effective tiered instruction. Educators cited student behaviors as the top challenge to consistent implementation of tiered instruction (59%), whereas only 33% of the 2012 principals and 28% of the 2013 principals suggested that this was a challenge.



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Similarly complex findings related to school partnerships (see below) suggest further inquiry into the specific role of these partners in schools' efforts to address social, emotional and health needs. As with the other areas of exploration, the research this year specifically seeks to explore the connections between perceptions and performance and provide new insights into current and future strategies to build capacity at the school and district level.

**FY14 questions:** How, if at all, do the perceptions of progress in the three areas of social and emotional health (family and community partnerships; safety and behavior expectations; and school-wide systems of support) relate to school performance outcomes? Which strategies, or combinations of strategies, are more likely than others to be associated with school improvement? Do schools that demonstrate positive perceptions and improved performance fall within the same few districts or do they span a range of districts? And, are there relationships between the perceived effectiveness of strategies to support students' social, emotional, health, and overall perceptions of school culture (below)?

E. "Academics first" vs. "Social-emotional needs first"

While distinctions such as this one are necessarily somewhat contrived, we propose this tentative distinction between schools' initial, overall approach to redesign:

One approach—"academics first"—was to focus redesign efforts explicitly on academic instruction through the provision of coaching and professional development for teachers, along with changes to the curriculum and increased feedback to teachers. In some cases, the school's focus shifted or expanded, but the starting position was clearly a laser focus on teaching and learning (typically in mathematics and reading/language arts). It was posited that through this focus on academics, a school culture develops that is rooted in academic achievement and exemplary teaching.

- Another approach reflects more a focus on school culture/climate and the social-emotional needs of students. The theory that drives this model—"social-emotional needs first"—is that improved learning will result from interventions for students (e.g., social workers and after school programs) and in some cases for teachers (such as common planning time and PLCs).

Common to both of these approaches is the notion that teachers' instructional competencies are changed through the normalization of coaching, collaboration, and observation. The primary distinction is that the "social-emotional first" model prioritizes students' readiness to learn by addressing social-emotional needs, including in some cases social service providers who work with families, and community-based health services that maintain close ties with the school.<sup>7</sup>

**FY14 questions:** How are schools' initial approaches to redesign associated with performance? Did schools that emphasized meeting the social-emotional needs of students at the outset perform differently than schools that emphasized curriculum? Did schools that demonstrated growth in meeting the social emotional needs of students also demonstrate growth on academic outcomes measures?

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<sup>7</sup> We will code schools using SchoolWorks MSV ratings (Strength and Priority areas).



## F. School culture

Most educators surveyed described working in schools that promote collegial exchange; they tend to feel that their professional relationships are strong and that trust is the norm. The percentage of educators who agreed with the following statements illustrates this point:

- “I feel comfortable discussing ideas about teaching and learning in my school” (85%).
- “I trust other teachers in my school” (76%).
- “The school leadership provides safe venues for discussion of sensitive issues” (71%).
- “My professional relationships are stronger than they have ever been” (64%).

Also, most educators (80%) agreed that “students feel safe at school” and that staff at their schools share a common vision for student behavior (72%). Nearly half (49%) of the surveyed educators believe that since the implementation of their model, their “students show greater concern for the welfare of their classmates.”

These results suggest that a large majority of SRG schools demonstrate a strong, healthy, and professional school culture, and that students are engaging with one another in positive ways.

**FY14 questions:** In what ways, if at all, is school culture associated with school performance? Did the schools that reflect a positive school culture outperform schools that are perceived to be less safe and collegial? And, how do these variables relate to other factors such as student behavior data? Do schools that reflect a strong positive culture tend to be located in the same few districts or do they span a broad range of districts? Additionally, a closer look at the relationship between decisions to prioritize the development of a positive school culture and school performance could yield insights about how schools might launch a redesign or other improvement initiative. For example, 52% of educators surveyed feel that their school has prioritized the development of a positive school culture “to a great extent.” Did that matter?

## G. Partners

Data from the FY12 and FY13 SRG evaluation show that principal and educator perceptions regarding partners as effective strategies for school improvement were mixed. One area that was particularly positive concerned strategies to address students’ social, emotional, and health needs—where three-quarters of the 2013 surveyed principals believed that forming relationships between community partners and the school was an effective strategy to effect change in this area. This reflects an increase from 2012 when 52% of the surveyed principals reported the same.

That being said, the reported value of partnerships in other areas was somewhat less positive. About half of the 2013 surveyed educators indicated that forming partnerships with providers—that offer social services and support to students (56%), support curriculum and instruction (52%), and support use of data (51%)—has been “very effective” or “effective” in making changes at their schools. It is noteworthy that the strategy of forming partnerships with providers that offer social services and supports to students was selected by only 56% of surveyed educators—the lowest rating of all the social-emotional support strategies.

Unsurprisingly, a majority of responding principals reported that they were experiencing barriers to effective partnerships, although fewer principals reported barriers to effective partnerships in 2013 than in 2012.<sup>8</sup> Of those

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<sup>8</sup> Specifically, in 2013, the percentage of principals who indicated that they have not experienced any barriers to effective partnerships more than doubled (from 16% to 38%).



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who did report barriers, typical concerns included challenges with coordination (53% in 2012 and 45% in 2013), competing agendas (37% in 2012 and 21% in 2013), and lack of understanding about redesign goals (21% in both years). In a similar vein, principals' estimations of the value of partnerships in terms of sustainability were relatively low: slightly less than one-third (31%) of the 2013 surveyed principals selected external partnerships as a strategy that would offer the best return on investment.

To date, external partnerships have not constituted a particular focus of district and ESE involvement. As noted in the District section, principals' perceptions of the amount of support they receive from their districts with regard to facilitating and monitoring external partnerships have been consistently low and declined even further in 2013. In both years, about half of the responding principals felt they would benefit from increased district involvement with respect to partnerships. With respect to ESE's support, principals' ratings of the usefulness of ESE's support in the area of "facilitation of community partnerships" have been consistently low, with about one quarter or less (16% in 2012 and 27% in 2013) of responding principals indicating ESE's support to be very useful or useful. At least at this stage of the SRG initiative, partners are perceived as being of mixed value in terms of effecting school level change in the areas specified above, although leaders are beginning to see some evidence of effectiveness as their improvement efforts progress over time. This may be reflective of the fact that forming relationships with partners takes time and effort. In fact, about half of the surveyed principals believe that building strong ties with community partners is "very realistic" with SRG's three-year timeframe.<sup>9</sup> As described in the Partnerships section, principals and district leaders have observed that the time and staffing available to facilitate and monitor partnerships have been insufficient thus far, but these results suggest that, over time, relationships with partners are being built. The question as to whether additional resources would accelerate the movement toward increased effectiveness—and, if so, which resources in which contexts—may warrant consideration.

**FY14 Questions:** How, if at all, does perceived effectiveness with respect to partners' work relate to school performance outcomes? Are there patterns in the data to suggest that various strategies of working with partners may be more likely to be associated with improvement than others? Do schools that demonstrate positive perceptions of working with partners and improved performance fall within the same few districts or do they span a range of districts? Are there certain key elements of district support to schools that matter more than others?

### H. Sustainability

Largely, schools invested in capacity-building as an explicit strategy to ensure the sustainability of improvement; with the encouragement and direction of the SRG grant, they opted for professional development, team building, and the development of processes and structures (e.g., CPT) as opposed to just programs and resources that would be vulnerable to budget cuts and funding cliffs. Overall, educators are fairly confident that their school leaders are focused on capacity-building to support redesign efforts beyond SRG funding, but sustainability planning was the area in which principals' requested the greatest support from their districts in both survey years. (The percentage of principals who requested this support declined in 2013, but it was still the top request.)

The educators' survey suggested, for example, that many schools are providing significant opportunities for teachers to serve in leadership positions and on leadership teams and that there is great interest and involvement in these expanded roles: nearly all (90%) of teachers surveyed agreed that their school offers opportunities for teachers to serve on leadership teams, and about three-quarters (74%) agreed that their school provides opportunities to advance into teacher leader positions. More than half (59%) of the respondents feel that their

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<sup>9</sup> Specifically, 48% of the 2013 and 54% of the 2012 principals selected this response.



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school provides opportunities to advance into administrative positions, and about half (52%) indicated that district-provided PD is used to support their development as leaders.

More broadly, greater than half of the educators surveyed (55%) feel that the initiatives implemented as part of their redesign efforts would be sustainable. Also, 75% of the educators surveyed feel that school leadership is focused on building the capacity of the school to sustain redesign efforts beyond funding or Level 4 status.

The 2013 principals' survey included one new item, asking principals to select the strategies that they feel offer the best return on investment, with a particular focus on sustainability of school-level changes. "Common planning time" was selected by the highest percentage of principals (72%), and additional results include:

- Coaches (66%)
- Professional development (66%)
- Distributed leadership (62%)
- Social-emotional support and services for students (62%)
- Data use and management (51%)
- Extended school day (41%)
- Professional learning communities (41%)
- Family and community outreach (38%)
- District support and resources (38%)
- Union support of turnaround strategies (31%)
- External partnerships (31%)
- Specialists (24%)

In interviews, initial reactions to the Department's FY13 sustainability planning workshops and contracted services with the DMC have been largely positive. Leaders view that work as a preliminary step, however, and suggestions for continued support include more opportunities to work with the Academic Return on Investment framework and practice applying those concepts in their own contexts.

Comparison of the two principals' surveys also shows modest improvement in the perceived quality of ESE's support for sustainability planning from 2012 to 2013: while demands are still clearly high, the perceived usefulness of ESE support for sustainability planning increased by 13% (from 16% to 29% of principals surveyed who found ESE's support to be "very useful" or "useful").

**FY14 questions:** Which constellations of factors are most likely associated with sustainability of change? While sustainability of change can best be assessed with the passage of time, cohort 1 schools will offer some unique insights into the value of their planning efforts. Comparison of FY12, FY13 and FY14 survey responses (educators and principals) may reveal some interesting patterns. Additionally, identification of schools that were able to retain positions or otherwise preserve key aspects of their redesign plans beyond the funding period may offer important lessons. We will collaborate with ESE to identify those schools and modify existing instruments to begin to develop explanations of their success in this regard.



#### I. ESE's support

To date, data collection has been focused on formative feedback to ESE. Effectiveness ratings of ESE's support increased in nearly all areas, and the greatest growth was seen in support with renewal applications, district liaisons' participation in MSV report-outs, support regarding student data, and feedback on progress in response to MSVs. While these measures will still be of some interest--especially with respect to cohorts 3 and 4--FY14 inquiry, as described the previous pages, will strive to identify those elements of ESE's support that are most closely associated with districts' increased capacity and schools' performance.

#### IV. FY14 Analysis Plan

To date, the evaluation has developed emerging explanations of change, exploring district leaders', principals', and educators' perceptions of the effectiveness of redesign strategies, challenges to turnaround, and implications. These findings have been reported in the aggregate, showing statewide trends and/or patterns across groups of districts. Following the evolution of the initiative, the evaluation shifts toward a more summative orientation in FY14, striving to take a retrospective look at schools' experience with redesign and draw out lessons learned—particularly with respect to the first two cohorts—as they relate to outcomes. To this end, the analysis will identify patterns and trends in the data collected to this point (perceptual and attitudinal data drawn from interviews and surveys) and will associate these findings with schools' performance, as indicated by measures such as these:

- Accountability level status (especially cohorts 1 and 2, examining change from original Level to 2013 Level status)
- (For all schools) MAGs : student performance; student rate; college and career readiness—available for all SRG schools across all years of SRG involvement
- (For all schools) 2013 MCAS scores for all cohorts
- Baseline MCAS data for cohort 1: Spring 2010
- School-specific indicators of progress, such as in-house suspension, external suspension, grade retention, attendance rates, change in school-level CPI

Our purpose is to identify relationships between variables that appear likely to be associated with school progress. We will be exploring the extent to which there is a constellation of factors that seem to converge in the more successful schools. For example, we will be querying the data to determine whether certain school leadership practices and district-provided support mechanisms appear to be clustered in those schools that have demonstrated, to this point, success in getting “unstuck.”

Specifically, we will use the following analytic procedures, emphasizing schools with at least 2 years' experience in redesign, in order to capture patterns over time:



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- a) disaggregating principal and teacher survey responses collected thus far
- b) reviewing interview data collected thus far
- c) reviewing documents, including redesign plans, MSVs, and renewal applications
- d) examining relevant school-level performance data for notable trends or anomalies
- e) identifying a preliminary set of factors that have been critical to schools’/districts’ performance
- f) confirming and/or disconfirming those factors through this year’s interviews and surveys
- g) reviewing elements of specific school and district explanations for commonalities
- h) exploring implications through this year’s interviews and surveys.

The identification of variables or factors that are related to schools’ performance will initially be accomplished through descriptive statistics, such as correlation analysis. We will use strategies such as these as exploratory tools to guide our inquiry and inform our iterative process of hypothesis generation and testing.<sup>10</sup>

While focused primarily on the early SRG cohorts, the study will also collect specific data from cohort 3 and 4 schools and districts, in order to capture formative feedback and/or emergent explanations of differing performance with districts.

Following this plan, the FY14 evaluation is expected to yield an important retrospective look at ESE’s design and implementation of the SRG effort thus far—one that a) identifies key ingredients of ESE’s turnaround support, b) highlights critical threats that warrant immediate attention, and c) articulates recommendations for ESE’s future support to struggling schools.

### A. FY14 Data Sources and Data Collection Strategies

As noted above, we will review data collected during the FY12 and FY13 evaluation phases, including principals’ survey data, educators’ survey data and interview data. We will also review school and district SRG-related documents such as redesign plans, MSVs, and renewal applications. The school performance indicators noted above are publicly available through ESE’s website. We will collaborate with ESE to obtain additional and/or current data as needed (e.g., MAGs, redesign plans, MSVs and renewal applications). Additional FY data collection strategies are presented below. Notes: Brockton was exempted from the evaluation study in FY13 but is included in FY14. Lawrence was exempted from district leader interviews in FY13 but will be invited to participate in these interviews in FY14.

| FY14 Data Collection   |  |                   |
|--|--|-------------------|
| Activity   | Purpose  | Timeline          |
| Document review, school performance data collection and review | To inform FY14 evaluation planning                           | August - November |
| Interview with ESE Program Officer                             | Learn about updates in SRG program design and implementation | October 2013      |

<sup>10</sup> It should be noted that the study design does not promise statistical generalizability, given the relatively small sample of schools and the context-dependent nature of turnaround. Accordingly, we do not anticipate reporting the results of our exploratory quantitative analysis; rather, as explained above, these exploratory analyses are part of an iterative meaning-making process and are designed to guide our broader inquiry.



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|   |  |                              |
|---|--|------------------------------|
|   | Explore the Program Officer’s current information needs and interests, so as to refine the evaluation’s lines of inquiry in order to best address those needs  |                              |
| Interviews with district leaders (Brockton, Fall River, Lawrence, Lynn, Springfield, Worcester) <sup>11</sup> | Explore district leaders’ perspectives on turnaround, with a particular focus on district capacity-building and explanations of progress/lack of progress thus far.<br><br>UMDI will collaborate with ESE to a) identify key leaders to be interviewed, and b) finalize the FY14 protocols and interview guides.   | November 2013 – January 2014 |
| Educators’ survey, cohorts 1 – 4  | Solicit teachers’ perspectives on the redesign process, with a particular focus on factors that contribute to positive change in teaching, learning and school culture.<br><br>UMDI will collaborate with ESE to revise the FY13 instrument. Important modifications will include item branching so as to differentiate formative (cohorts 3 and 4) and summative (cohorts 1 and 2) inquiry. | January 2014                 |
| Principals’ survey, cohorts 1 -4  | Solicit principals’ perspectives on the redesign process, with a particular focus on factors that contribute to positive change in teaching, learning and school culture.<br><br>UMDI will collaborate with ESE and AIR (see below) to revise the FY13 instrument.   | March 2014                   |

<sup>11</sup> These districts were selected during the October 2013 interview with the Program Officer.



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|                                 |   |                         |
|---------------------------------|---|-------------------------|
|                                 | Important modifications will include item branching so as to differentiate formative (cohorts 3 and 4) and summative (cohorts 1 and 2) inquiry.   |                         |
| Focal case research (2 schools) | During the fall, UMDI will review data by school, district and cohort. We will collaborate with ESE—taking into account patterns and trends in the data—to identify focal schools for more in-depth investigation. Case investigation will include telephone interviews with district leaders and school site visits (interviews with principals and school staff members). | Fall 2013 – Spring 2014 |

Specific tasks are detailed more fully in the following workplan:

- August - Nov.            Document review and data review  
  
In addition to school data, we will disaggregate the survey data collected thus far (FY12 and FY13) and incorporate these results into our school, district and cohort analyses (MCAs and MAGs, described above).
- September – Oct.        Research plan development
- October- Nov            Decisions and preparation for district interviews. Collaborate with ESE to identify key informants and develop protocols.
- November- Dec         Review and revise educators survey, as necessary; logistics: contact schools and compile email lists, secure access, etc
- Nov- Jan                 Conduct district telephone interviews; identify focal schools (2); prepare case narrative materials (overview of research, protocols, communication materials for schools); schedule focal school data collection
- Jan                        Administer educators; survey
- Jan – March             Conduct focal school visits; review and revise principals’ survey, as necessary; logistics: obtain email lists, etc



March Administer principals' survey

April – June Analysis and report writing

**Note on UMDI – AIR coordination:**

UMDI will collaborate with ESE and AIR to ensure complementarity of research efforts and minimize burden on SRG district and school representatives. Joint planning meetings have begun and plans are in place to manage the challenges of overlapping data collection efforts (e.g., district interviews, principals' surveys) and to share findings.

**B. Data Management and Confidentiality Measures**

In contrast to prior years' evaluation conventions, the FY14 phase calls for the identification of schools and districts so that specific conditions can be associated with findings. We will make every effort to retain the anonymity of individual informants, and we anticipate as well that certain findings will be usefully reported in the aggregate (e.g., grouped by model or by cohort).

UMDI will retain sole ownership of study participants' raw data. Online survey data will be managed by UMDI and will be downloaded to our secure server. Interviews will be audio recorded with participants' consent and summarized or transcribed in-house. Audio files, like all documents prepared under this study, will be stored on the server, using a numeric code to conceal identities. Audio files will be deleted at the conclusion of the study.

**C. Deliverables Timeline**

The following deliverables will be prepared.

1. FY14 Research Plan By October 31

2. Management Briefing Memo By February 15

The memo will present in succinct and practical terms an overview of preliminary findings from analyses of secondary data, document review and telephone interviews with district leaders.

3. Synthesis Brief By June 30

This analytical brief will develop findings generated through triangulated data collection and analysis to date. It will describe and explain patterns and trends across SRG implementation contexts, and suggest modifications to SRG program planning and implementation.

Note on focal case narratives: Brief (approximately 10 pages) narratives will be incorporated into the final synthesis brief as appendices.

Additionally, as in 2013, UMDI will provide ESE compilations of raw data from the educators' survey and principals' survey, with notes on key findings, approximately one month after each administration.



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### **V. Budget**

The evaluation will be managed by a Senior Research Manager, Dr. Greta Shultz, who will lead a team of a Research Manager and a Research Analyst, as well as a Senior Research Manager Dr. Sue Leibowitz, measurement specialist. The FY14 budget for this work is \$188,408. It covers all staffing and production of deliverables as described in this document.