

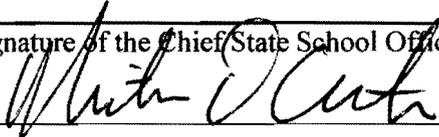


School Improvement Grant Application (Updated June 30, 2010)

Section 1003(g) of the Elementary and Secondary Education Act CFDA Numbers: 84.377A; 84.388A

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Application Cover Sheet – School Improvement Grants

Legal Name of Applicant: Massachusetts Department of Elementary and Secondary Education	Applicant's Mailing Address: 75 Pleasant St. Malden, MA 02148
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Chief State School Officer (Printed Name): Mitchell D. Chester	Telephone: 781-338-3100
Signature of the Chief State School Officer: X 	Date: 3-31-10
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.	

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 most recent work to intervene in the state's lowest-performing schools. Over the past year, the Department has 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 have 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; placement at Levels 4 and 5 will be independent of NCLB designations.

A key part of this framework is a set of Essential 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/sl100012.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 the new state law for Level 4 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.

Part I: SEA Requirements

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: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. 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. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. 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.

Please note that Massachusetts is committed to serving only Tier I and II schools due to the limited amount of funds the state is receiving and the large number (100) of Tier I and II schools identified.

Please see:

Appendix A: MA List of Tier I and II Schools

Appendix B: MA Persistently Lowest-Achieving Schools (Tiers I and II) Definition

Tier III schools in Massachusetts are defined as

- any non-Tier I or non-Tier II Title I school identified for corrective action and/or restructuring under NCLB, in the aggregate or for subgroups for either English language arts or mathematics.
- any school whose number of included students is less than 20 which would exclude it from being included in either the Tier I or Tier II pools.

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.

All of the information that is required for an LEA’s application for SIG funding is elicited within LEA subgrant application which consists of the Redesign Plan (Appendix D2) and the Budget Workbook (Appendix D3). As described in the introduction, ESE has attempted to integrate both state and federal requirements within the existing framework for Accountability and Assistance to the extent possible. The specific elements related to the federal requirements, both generally and for each specific intervention model, are integrated within the Redesign Plan (see the footnotes within Appendix D2).

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

- Capacity and Commitment
- Data Analysis and Selection of Supports and Intervention Model
- Strategic and Actionable Approach

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

- Strong
- Adequate
- Marginal
- Weak
- Absent

These are fully detailed in the attached Scoring Rubric (Appendix E) that ESE will use to evaluate the Redesign Plan.

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 identified in the LEA’s application and has selected an intervention for each school.

ESE will utilize the attached Scoring Rubric (see Appendix E)—in particular the dimension “Data Analysis and Selection of Supports and Intervention Model”—to assess each relevant component of the Redesign Plan to evaluate this LEA action.

- (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 identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.

ESE will utilize the attached Scoring Rubric (see Appendix E)—in particular the dimension “Capacity and Commitment”—to assess each relevant component of the Redesign Plan to evaluate this LEA action.

- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

ESE will utilize the attached Scoring Rubric (see Appendix E) along each of the three rubric dimensions described above to assess the budget component of the Redesign Plan to evaluate this LEA action.

Note: Due to the number of Tier I and II schools identified in Massachusetts, we do not plan to fund Tier III schools in this round of SIG grants.

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 how it will assess the LEA's commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.

ESE will utilize the attached Scoring Rubric (see Appendix E)—in particular the dimension “Data Analysis and Selection of Supports and Intervention Model”—to assess each relevant component of the Redesign Plan to evaluate this LEA action.

- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

ESE will utilize the attached Scoring Rubric (see Appendix E)—in particular the dimension “Capacity and Commitment”—to assess each relevant component of the Redesign Plan to evaluate this LEA action.

- (3) Align other resources with the interventions.

ESE will utilize the attached Scoring Rubric (see Appendix E)—in particular the dimension “Capacity and Commitment”—to assess each relevant component of the Redesign Plan to evaluate this LEA action.

- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

ESE will utilize the attached Scoring Rubric (see Appendix E)—in particular the dimension “Capacity and Commitment”—to assess each relevant component of the Redesign Plan to evaluate this LEA action.

- (5) Sustain the reforms after the funding period ends.

ESE will utilize the attached Scoring Rubric (see Appendix E)—in particular the dimension “Capacity and Commitment”—to assess each relevant component of the Redesign Plan to evaluate this LEA action.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

Given the overall number of Tier I schools (57) identified in Massachusetts and several districts that have multiple Tier I schools, it is possible that districts may choose not to serve all eligible Tier I schools. In some cases, this may be simply due to the sheer number of Tier I schools that are identified for intervention. In such instances, the district will be required to describe why it lacks sufficient capacity to implement one of the four intervention models in all Tier I schools as part of its SIG application. This explanation is required within the Grant Budget Workbook (Appendix D3) when an LEA indicates it will not serve one or more of its Tier I schools. Factors ESE will consider as part of its evaluation of an LEA's lack of capacity claim include:

- The district's overall response to district capacity elements described above.
- Documentation of district efforts such as unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model;
- The unavailability of CMOs or EMOs willing to restart schools in the LEA; or
- The district's intent to serve certain Tier II schools instead of all its Tier I schools

In addition, ESE will also inquire about the district's lack of capacity during the interview of district and school leaders during the grant review process.

In an instance where ESE determines that an LEA has more capacity than it claims (and there are sufficient SIG funds remaining to support interventions at additional Tier I schools), ESE may require the LEA to include additional Tier I schools in a resubmission of its SIG application.

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

(1) SEA process and timeline for approving LEA applications.

The Massachusetts Department of Elementary and Secondary Education (ESE) is preparing to conduct a comprehensive School Turnaround grant 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 implementation of intervention model selected.)

All eligible Tier I and Tier II schools can apply at the deadline. Awards will be made for interventions to begin fully in September 2010. The Department intends to prioritize our newly identified Level 4 schools¹ for funding.

Timeline for LEA applications for Tier I and Tier II schools

Action	Date
LEA application for Tier I and II schools officially made available to eligible districts	May 2010 (<i>pending US ED approval of application</i>)
ESE technical assistance to support grant application development	April, May, June
LEA application submission deadline	Wednesday, July 28, 2010 – 5 pm
Expedited ESE review process: <ul style="list-style-type: none"> - Reviewer evaluation of written proposals - If necessary, interviews with district and school leaders 	<i>9 calendar days</i>
ESE announces SIG awards	Friday, August 6, 2010
FY09 SIG funds made available to LEA grantees	Upon ESE approval (on August 9, 2010)
Grant recipients begin implementation of school turnaround grant activities	By September 1, 2010
Approved LEA grant applications and summary of grant awards posted on ESE website	By October 1, 2010

It should be noted that ESE has already completed several components of the grant application process. We have conducted outreach to impacted districts including ongoing communication with the state’s

¹ The term “Level 4 schools” is a school accountability identification under the Massachusetts school accountability framework. Please find attached the relevant portions of new state law signed into law on January 18, 2010 (See Appendix C: An Act Relative to the Achievement Gap, Excerpt) for the full statutory requirements of plan development for these newly identified Level 4 schools.

Urban Superintendents network. We have also presented the specific details and requirements of each of the USED school intervention models.

ESE LEA grant application review process

The Department's goal of 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 2010 for the duration of three years. As mentioned previously, this grant review process is also intended to meet the requirements of the recently passed state law for turnaround schools.

Guiding Principles of 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 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 School Redesign, the Office of Urban District Assistance and staff from the School Improvement grant programs unit. Additionally, 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 and the Charter School office may be involved.

ESE's review process of LEA application will also include external participants such as non-interested consultants, practitioners and peer reviewers. We are exploring the possibility of the use of an external facilitator to lead 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 E). The minimum score to be considered for funding is 90 points out of a total possible 120 points. If federal intervention and assurances/waivers requirements are not met (No rating), the application will be ineligible for funding.

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 quantity of applications received, districts will be invited to these interviews if the review score of their grant application is at least 82 out of 120 points with all components completed. These "borderline" scores could be increased based on the results of the interview process. A potential 8 bonus points could be awarded which would render their grant application score in the fundable range. As indicated on the preceding timeline, these interviews will take place during the week of July 12, 2010.

For each application that falls into this 'borderline' category, 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 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. A District and School Interview scoring rubric will be used during the interview process (attached). 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’s grant application folder.

(2) SEA process for reviewing LEA’s annual goals.

A cross-agency team of ESE staff have formed a Measurable Annual Goals working group that is conducting empirical benchmark analysis on a variety of metrics, in order to provide clear guidance to LEAs about ambitious-but-attainable targets as they develop their grant applications.

Foremost, ESE seeks to provide guidance for three-year student achievement targets for eligible schools. We consider "ambitious" to mean that the three-year performance expectations for such schools are comparable to the actual statewide improvement comparison schools with equivalent starting points demonstrated from 2006 to 2009. We consider "attainable" to mean that other schools with comparable performance challenges met these expectations over the same period. Current guidance provided to LEAs for measurable annual goals for student achievement on the state’s assessments in both English language arts and mathematics centers around the following metrics in the aggregate and for students identified as high-needs² :

3-Year Student Achievement Criteria		
↑	<i>CPI</i>	Increase Composite Performance Index (CPI) over three years
↓	<i>MCAS</i>	Decrease the percentage of students scoring <i>Warning / Failing</i> on MCAS over three years
↗	<i>GROWTH</i>	Achieve and maintain typical growth—median Student Growth Percentile (SGP) of 40.

ESE will establish a process for reviewing an LEA’s annual goals that does the following (a) provides timely analysis and reporting of annual goals for which the Department has the relevant and appropriate data; (b) does not burden districts by doing internal analysis of data that ESE has access to; (c) is done in

² A high-needs student is defined as a student belonging to one or more of the following groups: special education, eligibility for free or reduced-price lunch, and limited English proficient (LEP). The academic progress of a school’s high-needs students is a key indicator of the extent to which the school has addressed achievement gaps among different groups of historically disadvantaged students and between high-needs students and all students statewide.

a timely fashion so as to report back to districts results of the analysis; (d) is submitted by districts in an electronic reporting manner that is consistent across all grantees; and (e) allows for an appeal process in cases where the recommendation is to end the grant award.

ESE will determine whether to renew an LEA's School Improvement Grant by (1) assessing the documented progress towards full implementation of intervention model; (2) progress towards meeting student achievement and other outcome measures and (3) determination of the fiscal fidelity that has been exercised by each LEA.

(3) SEA process for reviewing LEAs annual goals for Tier III schools

ESE does not anticipate having sufficient funds to make awards to eligible Tier III schools. However, if funds remained beyond the current estimated expenditures and ESE made grant awards to LEAs with Tier III schools, the annual review process would be similar to that for Tier I and II above.

(4) SEA monitoring of each SIG grant recipient

MA ESE intends to monitor each LEA that receives a School Improvement grant with the following approach

- a. Grants monitor/fiscal review - quarterly
- b. On an annual basis, ESE will monitor the student achievement goals set by each school and district that is a grant recipient
- c. More frequent monitoring of other goals – early indicators
- d. District and school site visits – sampling done in each district
- e. Consultation and intersection with ESE accountability work
- f. Comprehensive independent evaluation (see Administration, set aside section)

(5) SEA prioritization of grants to LEAs

ESE intends to prioritize the 100 schools in Tier I and Tier II by making this grant opportunity available to these schools primarily and first. (Please see #6 below in regards to Tier III.) Within the group of Tier I and Tier II schools, MA ESE intends to prioritize a subset of 33 schools that have recently been identified as Level 4 under the state's newly adopted Accountability and Assistance framework and under the state's newly approved legislation. These schools, under the recently passed state law, will have new authorities around staffing, collective bargaining, and (other authorities) that strongly position them for strategic use of federal school turnaround funds. Any eligible district school must meet the fundability threshold (90 out of 120 points) to receive funding. In the event that there are more fundable applications than funds available, grants will be awarded in this priority order:

- Level 4 schools
- Districts with more than one eligible school or other schools in Level 3
- Other eligible schools.

(6) SEA prioritization among Tier III schools

ESE does not anticipate having sufficient funds to make awards to eligible Tier III schools. However, if funds remained beyond the current estimated expenditures, ESE would seek to prioritize Tier III schools in RST or CA status for the aggregate student population that demonstrated a willingness to implement one of the four US ED intervention models.

(7) SEA take-over

ESE currently does not intend to take over any Tier I or Tier II schools. As part of the state's newly adopted Accountability and Assistance framework, all of these schools fall in a category that is defined by local district control.

(8) SEA direct provision of services

At this time, ESE does not intend to provide services directly to any schools.

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

By submitting this application, the SEA assures that it will do the following:

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- 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 that the SEA approves the LEA to serve.
- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements. **(N/A in MA.)**
- Monitor each LEA's implementation of the interventions supported with school improvement funds.
- To the extent 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.
- 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; amount of the grant; 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.
- Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: An 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 the State-level funds it has received from its School Improvement Grant.

MA ESE intends to reserve 5% of our FY09 and ARRA school improvement funds. From our allocation of \$58,691,435 (*\$9,017,161 FY09 funds plus \$49,674,274 ARRA funds*) this will be an amount of **\$2,934,572**.

School Year (state fiscal year)	Amount anticipated	Primary Uses
2009-10 (remaining portion)	\$500,000	<ul style="list-style-type: none"> • Technical assistance and support • ESE support for early grant development activities
2010-11 (FY11)	\$811,523	<ul style="list-style-type: none"> • ESE Personnel - Grant monitoring; oversight and renewal • Technical assistance and support • Evaluation – year 1
2011-12 (FY12)	\$811,523	<ul style="list-style-type: none"> • ESE Personnel – Grant monitoring; oversight and renewal • Technical assistance and support • Evaluation – year 2
2012-13 (FY13)	\$811,523	<ul style="list-style-type: none"> • ESE Personnel – Grant monitoring; oversight and renewal • Technical assistance and support • Evaluation – year 3

Overall, this 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 Manager for School Intervention within the Office of School Redesign. This position will develop and implement policies, processes and practices to lead the Department’s intervention strategy in the state’s lowest performing schools.

This position will support comprehensive turnaround efforts and address the barriers to improved student performance; oversee the development of district plans for school redesign; coordinate the state's targeted delivery of training and assistance to school and district leaders to conduct self-assessments and root cause analysis; participate in the district planning process for school turnaround; ensure that all identified schools receive frequent, dedicated support and feedback on their turnaround initiatives; 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 personnel are preparing to provide tool kits and research packets for district officials and school-level leaders on how to implement school redesign models. Longer term, these efforts will include the screening and recruitment of providers for turnaround, transformation or restart models.

Evaluation

ESE's Office of Strategic Planning, Research and Evaluation seeks to develop and conduct a comprehensive evaluation of the implementation, impact and outcomes of LEA school intervention activities, efforts and models in Tier I and Tier II schools that are awarded these grant funds.

G. CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant. Before submitting its application for a School Improvement Grant to the Department, ESE consulted with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

- ESE consulted with its Committee of Practitioners on Tuesday, March 16, 2010 from 3:00-4:30 regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

- ESE has consulted with other relevant stakeholders

In addition to a meeting with the Committee of Practitioners, ESE has consulted with a wide range of stakeholders to develop our School Improvement Grant application. The content of the application has been developed in consultation with the following two statewide stakeholder groups: three meetings on 12/9/09, 2/10/10, and 3/10/10—with the Accountability and Assistance Advisory Council (representing superintendents, school committees, teacher unions, administrators, parents, business community, higher education, and special education); one meeting with the Urban Superintendents Network on 1/8/10 (with superintendents representing the 26 urban districts).

Additionally, central office staff, local union presidents, and state union leadership have contributed to the design of the LEA subgrant through an ongoing feedback loop since February 24th and a 2-hour meeting solely for this purpose on March 17th in which five districts with Tier I schools were represented. A meeting/conference call was held on May 18th to discuss the scoring rubric for the LEA subgrant in which eight districts with Tier I or II schools participated.

H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.

Massachusetts requests a waiver of the requirements it has listed 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, and 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 or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- 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 or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

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

The State assures that, prior to submitting this request in 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 this request 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 this waiver request 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.

The State assures that, if it is granted one or more of the waivers requested above, 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, including which specific waivers each LEA is implementing.

General notice of these waiver requests is posted at: <http://www.doe.mass.edu/news/news.aspx?id=5391>
LEAs were notified via the email below.
As of March 24, 2010, no comment related to these waivers has been received by ESE.

From: Guarino, Heidi P (DOE)
Sent: Thursday, March 18, 2010 12:05 PM
To: Commissioner's List (DOE); Charter Leaders (DOE)
Cc: Title I Directors (DOE)
Subject: ON THE DESKTOP: Notice of Intent to Apply for a Waiver of Certain Title I Section 1003(g) (School Improvement Grants) Requirements and Opportunity for Comment

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

Under section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), the U.S. Department of Education (USED) has discretion to grant waivers of ESEA statutory and regulatory requirements, with some exceptions. Recently Secretary Arne Duncan has invited state education agencies to submit waivers of certain Title I Section 1003(g) requirements related to School Improvement Grants (SIG) for the Commonwealth's persistently lowest achieving schools. The final SIG requirements referenced in several of the waiver requests can be found at <http://www2.ed.gov/programs/sif/finalreq20100128.doc>. This notice is to provide you with the opportunity to review and comment on the Massachusetts Department of Elementary and Secondary Education's (ESE) waiver requests which will be submitted as part of ESE's application for federal SIG funds. Comments may be submitted via email to redesign@doe.mass.edu. Your comments, if any, must be received by the Department no later than March 24, 2010.

Thanks,
Heidi

Heidi Guarino, Chief of Staff
Massachusetts Department of Elementary and Secondary Education
(o) 781-338-3106 (c) 781-223-1902

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Part II: LEA Requirements

Please see the appendices for the LEA subgrant application form.

List of Appendices

- Appendix A: MA List of Persistently Lowest-Achieving Schools (Tiers I and II)
- Appendix B: MA Persistently Lowest-Achieving Schools (Tiers I and II) Definition
- Appendix C: An Act Relative to the Achievement Gap Excerpt
- Appendix D1: LEA Application: Request for Proposals
- Appendix D2: LEA Application: Redesign Plan Requirements
- Appendix D3: LEA Application: Grant Budget Workbook*
- Appendix E: Scoring Rubric for LEA Application

*Please note that this spreadsheet workbook require additional technical programming for full functionality before being released to LEAs as part of the subgrant RFP.

**Massachusetts – Persistently Lowest-Achieving Schools Definition
 Process for Identifying the Persistently Lowest Achieving Candidate Schools
 (Approved by the U.S. Department of Education, April 13, 2010)**

This document describes the methodology that staff from the Massachusetts Department of Elementary and Secondary Education (ESE) used to identify Tier 1 and 2 candidate schools. We sought to identify schools that were both low performing on the Massachusetts Comprehensive Assessment System (MCAS) over a four year period and not showing signs of substantial improvement over that interval.

Note: For validity and reliability, Massachusetts does not assign a Composite Performance Index (CPI), or median Student Growth Percentile for schools with less than 20 students included in a particular timeframe. Similarly, Massachusetts does not assign a graduation rate for schools with less than 6 students in a graduation cohort. Consequently, these schools are excluded from the Tier I and Tier II pools described in the methodology below.¹

Methodology:

Tier 1, Part 1: Our universe for Tier 1 schools consisted of all Title I schools in the Commonwealth in Improvement, Corrective Action, or Restructuring. Of the 1,831 schools in the state, 645 met these criteria. We consider the bottom 5% (33) of these 645 schools to be the persistently lowest achieving schools in the commonwealth. ESE staff produced percentile ranks (1-99) for all 645 schools based on several *performance* indicators:

2006 ELA Composite Performance Index (CPI)	2006 Math Composite Performance Index (CPI)
2007 ELA Composite Performance Index (CPI)	2007 Math Composite Performance Index (CPI)
2008 ELA Composite Performance Index (CPI)	2008 Math Composite Performance Index (CPI)
2009 ELA Composite Performance Index (CPI)	2009 Math Composite Performance Index (CPI)
2006 ELA MCAS % Warning/Failing	2006 Math MCAS % Warning/Failing
2007 ELA MCAS % Warning/Failing	2007 Math MCAS % Warning/Failing
2008 ELA MCAS % Warning/Failing	2008 Math MCAS % Warning/Failing
2009 ELA MCAS % Warning/Failing	2009 Math MCAS % Warning/Failing

We then generated a composite of those percentile ranks for each school and selected the lowest 10% (65) schools based on that composite average. Then, of these lowest 65 *performing* schools, we sought to determine which of them exhibited the lowest amount of positive *movement* over the past four years. In other words, we tried to answer to the question: Of the lowest performing schools in the state, which are the most “stuck”. We used six indicators to determine movement:

The mean of 2008 and 2009 ELA CPI <i>minus</i> the mean of 2006 and 2007 CPI
The mean of 2008 and 2009 Math CPI <i>minus</i> the mean of 2006 and 2007 CPI
2008 Math Median Student Growth Percentile*
2008 ELA Median Student Growth Percentile*
2009 Math Median Student Growth Percentile
2009 ELA Median Student Growth Percentile

*In the few instances where 2008 Median Student Growth Percentiles were not able to be calculated, we used 50 (the state average) as a proxy.

We then generated percentile ranks for each movement indicator and created a composite of those ranks. Of the lowest performing 65 schools, we identified half (32.5 rounded up to 33) that exhibited the least

¹ Massachusetts has applied for a “minimum N” waiver.

amount of improvement and designated those schools as Tier 1, thus giving us the lowest 5% of schools according to both achievement and growth.

Tier 1, Part 2: A completely separate list of persistently lowest achieving schools was generated consisting of all Title 1 high schools in status (not identified in Tier 1, Part 1) that graduate less than 60% of their students in the most recent two consecutive years. These are also considered Tier 1 schools. High schools are defined as any school that graduates a student.

Tier 2, Part 1: The ESE then determined the lowest performing secondary schools that are eligible for Title I funds². We define secondary schools as any school that graduates a student, plus middle schools³. Secondary schools that are eligible for Title I funds include the following:

- Any secondary school that has a low income student population greater than or equal to 35%, or
- Any secondary school that has a low income student population greater than or equal to its district-wide poverty average, or
- Any secondary school that has a low income student population greater than or equal to its appropriate grade span poverty average.

There are 605 secondary schools in the Commonwealth that were not identified in Tier 1 Part 1 and are eligible for Title I funds. Of the 605 schools, we sought to determine the lowest 5% (31) performing schools. ESE staff produced percentile ranks (1-99) for all 605 schools based on the 16 performance indicators mentioned in Tier 1, Part 1. We then generated a composite of those percentile ranks for each school and selected the lowest 10% (61) of schools based on that composite average. Then, of these lowest 61 *performing* schools, we sought to determine which of them exhibited the lowest amount of positive *movement* over the past four years using the exact method we used in Tier 1, Part 1. The result was the lowest 5% (30.5 rounded up to 31) of secondary schools eligible for Title I funds according to both achievement and growth.

Tier 2, Part 2: A completely separate list of persistently lowest achieving schools was generated consisting of all high schools eligible for Title I funds (not identified in Tier 1, Parts 1 and 2 or Tier 2, Part 1) that graduate less than 60% of their students in the most recent two consecutive years. These are also considered Tier 2 schools. High schools are defined as any school that graduates a student.

² Massachusetts has applied for a waiver in order to include Title I-participating secondary schools that either have missed AYP for at least two consecutive years or are in the lowest quintile of schools in the state in terms of proficiency and are not identified as persistently lowest-achieving schools in Tier I

³ Elementary-middle schools, such as K-8 schools, are not considered secondary.

**Districts and Schools Eligible for Federal School Improvement Grant (SIG) Funding
for FY11-FY13 (as of 3/22/10)**

#	District	District NCES ID#	School	School NCES ID #	Tier I	Tier II	Grad	Newly Eligible
1	Athol-Royalston	2502160	Athol-Royalston Middle School	250216000176		x		x
2	Bellingham	2502460	Primavera Jr/Sr H S	250246002543		x	x	
3	Boston	2502790	Agassiz	250279000196	x			
4	Boston	2502790	Blackstone	250279000201	x			
5	Boston	2502790	Boston Adult Academy	250279001511		x	x	
6	Boston	2502790	Boston International High School	250279002015	x		x	
7	Boston	2502790	Brighton High	250279000208	x		x	
8	Boston	2502790	Charlestown High	250279000215	x		x	
9	Boston	2502790	Community Academy	250279001617		x	x	
10	Boston	2502790	Community Academy of Science and Health	250279001902	x		x	
11	Boston	2502790	Dearborn	250279000222	x			
12	Boston	2502790	East Boston High	250279000226	x		x	
13	Boston	2502790	Egleston Comm High School	250279000837		x	x	
14	Boston	2502790	Elihu Greenwood	250279000229	x			
15	Boston	2502790	Excel High School	250279002016	x		x	
16	Boston	2502790	Harbor School	250279000952	x			
17	Boston	2502790	Jeremiah E Burke High	250279000261	x		x	
18	Boston	2502790	John F Kennedy	250279000265	x			
19	Boston	2502790	John P Holland	250279000268	x			
20	Boston	2502790	Madison Park High	250279000282	x		x	
21	Boston	2502790	Mario Umana Middle School Academy	250279000271		x		x
22	Boston	2502790	Monument High School	250279002019	x		x	
23	Boston	2502790	Odyssey High School	250279002026	x		x	
24	Boston	2502790	Orchard Gardens	250279002006	x			
25	Boston	2502790	Patrick F Gavin Middle	250279000300		x		x
26	Boston	2502790	Paul A Dever	250279000304	x			
27	Boston	2502790	Quincy Upper School	250279001296		x		x
28	Boston	2502790	Social Justice Academy	250279001914	x		x	
29	Boston	2502790	The Engineering School	250279001903	x		x	
30	Boston	2502790	The English High	250279000327	x		x	
31	Boston	2502790	Washington Irving Middle	250279000334		x		x
32	Boston	2502790	William McKinley	250279000342	x			
33	Boston	2502790	William Monroe Trotter	250279000343	x			
34	Boston Day and E	2500049	Boston Day and Evening Academy Charter School	250004901245	x		x	
35	Brockton	2503090	B B Russell Alternative School	250309000966		x	x	
36	Brockton	2503090	Lincoln Alternative School	250309002544	x		x	
37	Brockton	2503090	North Middle School	250309000404		x		x
38	Brockton	2503090	West Middle School	250309000410		x		x
39	Chelsea	2503540	Chelsea High	250354000482	x		x	
40	Chelsea	2503540	Eugene Wright School	250354001772		x		x
41	Chelsea	2503540	Joseph A. Browne School	250354001776		x		x
42	Chicopee	2503660	Bellamy Middle	250366000491		x		x
43	Chicopee	2503660	Chicopee Academy	250366000720		x	x	
44	Fall River	2504830	John J Doran	250483000666	x			
45	Fall River	2504830	Morton Middle	250483000672		x		
46	Framingham	2504980	Fuller Middle	250498000464		x		x
47	Haverhill	2505970	Dr Paul Nettle	250597000852		x		x
48	Haverhill	2505970	Haverhill Alternative School	250597001698		x	x	
49	Holyoke	2506270	Morgan Elem	250627000910	x			
50	Holyoke	2506270	Wm J Dean Voc Tech High	250627000913	x			
51	Lawrence	2506660	Arlington Elementary School	250666001919	x			
52	Lawrence	2506660	Business Management & Finance High School	250666002627	x		x	
53	Lawrence	2506660	Humanities & Leadership Development High School	250666002633	x		x	
54	Lawrence	2506660	International High School	250666002631	x		x	
55	Lawrence	2506660	School for Exceptional Studies	250666002625	x		x	
56	Lawrence	2506660	South Lawrence East Middle School	250666001920	x			
57	Lowell	2507020	Charlotte M Murkland Elem	250702000092	x			
58	Lowell Community	2500065	Lowell Community Charter Public School	250006501585	x			
59	Lowell Middlesex A	2500033	Lowell Middlesex Academy Charter School	250003300555		x	x	x
60	Lynn	2507110	Breed Middle School	250711001063		x		x
61	Lynn	2507110	E J Harrington	250711001070	x			
62	Lynn	2507110	Lynn Voc Tech Institute	250711002277		x		x
63	Lynn	2507110	Thurgood Marshall Mid	250711000301		x		x
64	Lynn	2507110	Wm P Connery	250711001087	x			

**Districts and Schools Eligible for Federal School Improvement Grant (SIG) Funding
for FY11-FY13 (as of 3/22/10)**

#	District	District NCES ID#	School	School NCES ID #	Tier I	Tier II	Grad	Newly Eligible
65	Medford	2507560	Curtis-Tufts	250756002393		x	x	
66	New Bedford	2508430	John Avery Parker	250843001331	x			
67	New Bedford	2508430	Keith Middle School	250843001334		x		x
68	New Bedford	2508430	Normandin Middle School	250843001337		x		x
69	New Bedford	2508430	Roosevelt Middle School	250843001339		x		x
70	New Bedford	2508430	West Side Jr-Sr Hs	250843002590	x		x	
71	Phoenix Charter A	2500090	Phoenix Charter Academy	250009002112		x	x	x
72	Quincy	2509870	Point Webster Middle	250987001381		x		
73	Revere	2510050	Rumney Marsh Academy	251005001963		x		x
74	Revere	2510050	Seacoast School	251005001659	x		x	
75	Salem	2510380	Collins Middle	251038002404		x		x
76	Smith Leadership	2500077	Smith Leadership Academy Charter Public School	250007702091		x		x
77	Somerville	2510890	Full Circle High School	251089002499		x	x	
78	Springfield	2511130	Alfred G Zanetti	251113001809	x			
79	Springfield	2511130	Brightwood	251113001796	x			
80	Springfield	2511130	Chestnut Street Middle	251113002598	x			
81	Springfield	2511130	Elias Brookings	251113001801	x			
82	Springfield	2511130	Forest Park Middle	251113002600		x		x
83	Springfield	2511130	Gerena	251113001822	x			
84	Springfield	2511130	High School Of Commerce	251113001806	x		x	
85	Springfield	2511130	High School/Science-Tech	251113000901	x		x	
86	Springfield	2511130	Homer Street	251113001808	x			
87	Springfield	2511130	John F Kennedy Middle	251113002601	x			
88	Springfield	2511130	John J Duggan Middle	251113002599		x		x
89	Springfield	2511130	M Marcus Kiley Middle	251113002602	x			
90	Springfield	2511130	Springfield Academy for Excellence	251113001981	x			
91	Springfield	2511130	Van Sickle Middle School	251113001660		x		x
92	Springfield	2511130	White Street	251113001837	x			
93	Taunton	2511520	James L Mulcahey	251152001910		x		
94	Taunton	2511520	John F Parker Middle	251152002416		x		
95	Wareham	2512060	Wareham Cooperative Junior/Senior High School	251206002105		x	x	
96	Webster	2512240	Bartlett Jr Sr High Sch	251224002012		x		
97	Worcester	2513230	Chandler Elem Community	251323002204	x			
98	Worcester	2513230	Claremont Academy	251323002121		x		
99	Worcester	2513230	Sullivan Middle	251323002223		x		
100	Worcester	2513230	Union Hill School	251323002248	x			

sprp_id	District	District NCES ID#	School	School NCES ID #	Tier3 CA/RST	Tier 3 Small N
00010003	Abington	2501650	Abington ECC	250165000434		SmallIN
00050003	Agawam	2501800	Agawam ECC	250180001499		SmallIN
00080009	Amherst	2501890	Crocker Farm Elementary	250189000038	Tier 3	
00090005	Andover	2501950	Shawsheen School	250195002366		SmallIN
00100038	Arlington	2501980	Menotomy Preschool	250198001681		SmallIN
00140005	Ashland	2502100	William Pittaway Elem	250210002455		SmallIN
00140010	Ashland	2502100	Henry E Warren Elem	250210000072		SmallIN
00160008	Attleboro	2502190	Early Learning Center	250219001610		SmallIN
00170010	Auburn	2502220	Bryn Mawr	250222000101		SmallIN
00170025	Auburn	2502220	Mary D Stone	250222000103		SmallIN
00170305	Auburn	2502220	Auburn Middle	250222002567	Tier 3	
00200004	Barnstable	2502310	Barnstable Early Learning Center	250231001767		SmallIN
00200045	Barnstable	2502310	West Villages Elementary School	250231002679		SmallIN
00200315	Barnstable	2502310	Barnstable Intermediate School	250231002678		SmallIN
00230010	Bedford	2502400	Lt Elezer Davis	250240000131		SmallIN
00240005	Belchertown	2502430	Cold Spring	250243000136		SmallIN
00240018	Belchertown	2502430	Swift River Elem	250243000836	Tier 3	
00250003	Bellingham	2502460	Bellingham ECC	250246000670		SmallIN
00310305	Billerica	2502670	Marshall Middle School	250267000183	Tier 3	
00310310	Billerica	2502670	Locke Middle	250267000182	Tier 3	
00350001	Boston	2502790	Lee Academy	250279001768		SmallIN
00350003	Boston	2502790	Baldwin ELC	250279000011		SmallIN
00350005	Boston	2502790	ELC - East Zone	250279002459		SmallIN
00350006	Boston	2502790	ELC - West Zone	250279002514		SmallIN
00350008	Boston	2502790	Dr. Catherine Ellison-Rosa Parks Early Ed School	250279001115	Tier 3	
00350009	Boston	2502790	East Boston ECC	250279001118	Tier 3	
00350010	Boston	2502790	Haynes Early Education Center	250279001126		SmallIN
00350012	Boston	2502790	Boston Teachers Union School	250279002687		SmallIN
00350013	Boston	2502790	Jackson Mann	250279000251	Tier 3	
00350020	Boston	2502790	Curley K-8 School	250279002622	Tier 3	
00350021	Boston	2502790	Beethoven	250279000198	Tier 3	
00350036	Boston	2502790	Carter Developmental Center	250279000210		SmallIN
00350052	Boston	2502790	Charles Sumner	250279000214	Tier 3	
00350062	Boston	2502790	Curtis Guild	250279000218	Tier 3	
00350072	Boston	2502790	David A Ellis	250279000220	Tier 3	

00350080	Boston	2502790	Donald Mckay	250279000224	Tier 3	
00350088	Boston	2502790	Edward Everett	250279000227	Tier 3	
00350102	Boston	2502790	Emily A Fifield	250279000233	Tier 3	
00350108	Boston	2502790	Farragut	250279000236	Tier 3	
00350116	Boston	2502790	Franklin D Roosevelt	250279000239	Tier 3	
00350135	Boston	2502790	Henry Grew	250279000247	Tier 3	
00350141	Boston	2502790	Hugh Roe O'Donnell	250279000249	Tier 3	
00350146	Boston	2502790	James Condon Elem	250279000254	Tier 3	
00350153	Boston	2502790	James W Hennigan	250279000259	Tier 3	
00350154	Boston	2502790	James J Chittick	250279000255	Tier 3	
00350156	Boston	2502790	James Otis	250279000257	Tier 3	
00350178	Boston	2502790	John Marshall	250279000267	Tier 3	
00350179	Boston	2502790	John W McCormack	250279000269	Tier 3	
00350180	Boston	2502790	John Winthrop	250279000270	Tier 3	
00350181	Boston	2502790	Joseph P Tynan	250279000275	Tier 3	
00350182	Boston	2502790	Joseph J Hurley	250279000272	Tier 3	
00350183	Boston	2502790	Joseph Lee	250279000273	Tier 3	
00350200	Boston	2502790	Harvard-Kent	250279000244	Tier 3	
00350226	Boston	2502790	Mattahunt	250279000290	Tier 3	
00350227	Boston	2502790	Mather	250279000289	Tier 3	
00350229	Boston	2502790	Maurice J Tobin	250279000291	Tier 3	
00350231	Boston	2502790	Michael J Perkins	250279000292	Tier 3	
00350240	Boston	2502790	Richard J Murphy	250279000315	Tier 3	
00350258	Boston	2502790	William H Ohrenberger	250279000339	Tier 3	
00350262	Boston	2502790	Lyndon	250279000692	Tier 3	
00350264	Boston	2502790	Patrick J Kennedy	250279000302	Tier 3	
00350278	Boston	2502790	Phineas Bates	250279000308	Tier 3	
00350286	Boston	2502790	Josiah Quincy	250279000277	Tier 3	
00350288	Boston	2502790	Ralph Waldo Emerson	250279000313	Tier 3	
00350308	Boston	2502790	Sarah Greenwood	250279000323	Tier 3	
00350328	Boston	2502790	Thomas J Kenny	250279000332	Tier 3	
00350346	Boston	2502790	Warren-Prescott	250279000333	Tier 3	
00350375	Boston	2502790	Edison K-8	250279002689		SmallIN
00350376	Boston	2502790	King K-8	250279002669		SmallIN
00350377	Boston	2502790	Higginson/Lewis K-8	250279002677		SmallIN
00350378	Boston	2502790	Mildred Avenue K-8	250279002670		SmallIN
00350380	Boston	2502790	Young Achievers	250279000693	Tier 3	

00350382	Boston	2502790	Mission Hill School	250279000946	Tier 3	
00350383	Boston	2502790	Lilla G. Frederick Middle School	250279002013	Tier 3	
00350413	Boston	2502790	Boston Middle School Academy	250279001615		SmallIN
00350430	Boston	2502790	Clarence R Edwards Middle	250279000216	Tier 3	
00350470	Boston	2502790	Wm B Rogers Middle	250279000345	Tier 3	
00350485	Boston	2502790	James P Timilty Middle	250279000258	Tier 3	
00350578	Boston	2502790	Media Communications Technology High School	250279001891	Tier 3	
00350651	Boston	2502790	Dorchester Academy	250279002676		SmallIN
00350653	Boston	2502790	TechBoston Lower Academy	250279002675		SmallIN
00350654	Boston	2502790	TechBoston Upper Academy	250279002673		SmallIN
00350655	Boston	2502790	Lyon Upper 9-12	250279002674		SmallIN
00350691	Boston	2502790	Rafael Hernandez	250279000312	Tier 3	
00350750	Boston	2502790	Horace Mann School for the Deaf	250279002374		SmallIN
00360005	Bourne	2502820	Bournedale Elementary School	250282002664		SmallIN
00360010	Bourne	2502820	Peebles Elementary School	250282000353	Tier 3	
00380005	Boxford	2502880	Harry Lee Cole	250288000357		SmallIN
00410005	Brewster	2502970	Stony Brook Elementary	250297000374		SmallIN
00440001	Brockton	2503090	Dr W Arnone Comm Sch	250309000388	Tier 3	
00440002	Brockton	2503090	Mary E. Baker School	250309002649	Tier 3	
00440003	Brockton	2503090	Manthala George Jr School	250309002655	Tier 3	
00440010	Brockton	2503090	Brookfield	250309000386	Tier 3	
00440017	Brockton	2503090	John F Kennedy	250309000401	Tier 3	
00440023	Brockton	2503090	Edgar B Davis	250309000390	Tier 3	
00440045	Brockton	2503090	Hancock	250309000396	Tier 3	
00440050	Brockton	2503090	Howard School	250309000221		SmallIN
00440055	Brockton	2503090	Huntington	250309000398	Tier 3	
00440065	Brockton	2503090	Louis F Angelo Elem	250309001132	Tier 3	
00440078	Brockton	2503090	Oscar F Raymond	250309000405	Tier 3	
00440110	Brockton	2503090	Downey	250309000387	Tier 3	
00440405	Brockton	2503090	East Middle School	250309000389	Tier 3	
00440415	Brockton	2503090	South Middle School	250309000407	Tier 3	
00440421	Brockton	2503090	Ashfield Middle School	250309002688		SmallIN
00440422	Brockton	2503090	Joseph F. Plouffe Academy	250309002691		SmallIN
00440515	Brockton	2503090	Brockton Champion High School	250309002652		SmallIN
00460060	Brookline	2503150	The Lynch Center	250315002027		SmallIN
00490006	Cambridge	2503270	Amigos School	250327001621	Tier 3	
00490030	Cambridge	2503270	Martin Luther King Jr.	250327000443	Tier 3	

00490035	Cambridge	2503270	King Open	250327000228	Tier 3	
00490040	Cambridge	2503270	Kennedy-Longfellow	250327000444	Tier 3	
00490045	Cambridge	2503270	Morse	250327000446	Tier 3	
00490050	Cambridge	2503270	Peabody	250327000447	Tier 3	
00490065	Cambridge	2503270	John M Tobin	250327000442	Tier 3	
00500010	Canton	2503300	Rodman Early Childhood Center	250330002635		SmallIN
00520015	Carver	2503360	Carver Elementary School	250336002661	Tier 3	
00520405	Carver	2503360	Carver Middle/High School	250336002662		SmallIN
00560001	Chelmsford	2503510	Community Education Center	250351002640		SmallIN
00570003	Chelsea	2503540	Shurtleff Early Childhood	250354000235		SmallIN
00570030	Chelsea	2503540	Edgar A Hooks Elem	250354000855	Tier 3	
00570035	Chelsea	2503540	George F. Kelly Elem	250354000858	Tier 3	
00570040	Chelsea	2503540	Frank M Sokolowski Elem	250354000859	Tier 3	
00570050	Chelsea	2503540	Clark Avenue School	250354001158	Tier 3	
00610001	Chicopee	2503660	Szetela ECC	250366002571		SmallIN
00610010	Chicopee	2503660	Belcher	250366000490		SmallIN
00610015	Chicopee	2503660	Bowe	250366000492	Tier 3	
00610022	Chicopee	2503660	Litwin	250366000502	Tier 3	
00610050	Chicopee	2503660	Selser	250366002463	Tier 3	
00610310	Chicopee	2503660	Fairview Middle	250366000722	Tier 3	
00640050	Clinton	2503750	Clinton Elementary	250375002379	Tier 3	
00650010	Cohasset	2503780	Joseph Osgood	250378000520		SmallIN
00710030	Danvers	2503990	Riverside	250399000536	Tier 3	
00730005	Dedham	2504050	Early Childhood Center	250405000460		SmallIN
00770003	Douglas	2504230	Douglas Early Childhood	250423001162		SmallIN
00770010	Douglas	2504230	Douglas Elementary	250423000571		SmallIN
00790025	Dracut	2504320	Parker Avenue	250432000584		SmallIN
00820006	Duxbury	2504410	Chandler Elementary	250441000593		SmallIN
00830005	East Bridgewater	2504440	Central	250444000596		SmallIN
00860305	Easthampton	2504590	White Brook Middle School	250459000616	Tier 3	
00870013	East Longmeadow	2504500	Meadow Brook	250450000605		SmallIN
00870305	East Longmeadow	2504500	Birchland Park	250450000602	Tier 3	
00880003	Easton	2504620	Center School	250462000980		SmallIN
00880015	Easton	2504620	Parkview Elementary	250462000624		SmallIN
00880020	Easton	2504620	Moreau Hall	250462002381		SmallIN
00930010	Everett	2504770	Sumner G. Whittier School	250477000631	Tier 3	
00930015	Everett	2504770	Webster School	250477002118		SmallIN

00930018	Everett	2504770	Madeline English School	250477002033	Tier 3	
00930028	Everett	2504770	George Keverian School	250477002038	Tier 3	
00930058	Everett	2504770	Parlin School	250477001521	Tier 3	
00940305	Fairhaven	2504800	Hastings Middle	250480002572	Tier 3	
00950009	Fall River	2504830	Carlton M. Viveiros Elementary School	250483002644	Tier 3	
00950011	Fall River	2504830	Mary Fonseca Elementary School	250483002650		SmallIN
00950013	Fall River	2504830	Letourneau Elementary School	250483002656	Tier 3	
00950055	Fall River	2504830	ACESE	250483000276		SmallIN
00950065	Fall River	2504830	William S Greene	250483000684	Tier 3	
00950145	Fall River	2504830	Samuel Watson	250483000677	Tier 3	
00950305	Fall River	2504830	Edmond P Talbot Middle	250483000655	Tier 3	
00950310	Fall River	2504830	Henry Lord Middle	250483000661	Tier 3	
00950320	Fall River	2504830	Matthew J Kuss Middle	250483000671	Tier 3	
00950325	Fall River	2504830	Resiliency Preparatory School	250483002660		SmallIN
00970043	Fitchburg	2504890	Reingold Elementary	250489000702	Tier 3	
00970060	Fitchburg	2504890	South Street Elementary	250489002469	Tier 3	
00970315	Fitchburg	2504890	Arthur M Longsjö Middle School	250489002672		SmallIN
00970325	Fitchburg	2504890	Fitchburg Arts Academy	250489002108		SmallIN
00970505	Fitchburg	2504890	Fitchburg High	250489000697	Tier 3	
00970510	Fitchburg	2504890	Fitchburg Alt. ED Program	250489002110		SmallIN
01000003	Framingham	2504980	Blocks Pre-School @ King	250498001167		SmallIN
01000006	Framingham	2504980	Brophy	250498000714	Tier 3	
01000035	Framingham	2504980	Barbieri Elem	250498000727	Tier 3	
01000055	Framingham	2504980	Woodrow Wilson	250498000734	Tier 3	
01000302	Framingham	2504980	Cameron Middle School	250498001530	Tier 3	
01010003	Franklin	2505010	Franklin ECDC	250501000986		SmallIN
01030001	Gardner	2505130	Elm Street School	250513000750	Tier 3	
01030015	Gardner	2505130	Helen Mae Sauter Elem	250513002470		SmallIN
01030020	Gardner	2505130	Waterford Street	250513000755		SmallIN
01030405	Gardner	2505130	Gardner Middle School	250513002431	Tier 3	
01050005	Georgetown	2505220	Perley Elementary	250522000766		SmallIN
01070025	Gloucester	2505280	Milton L Fuller Elem	250528002574		SmallIN
01070042	Gloucester	2505280	Plum Cove School	250528000877		SmallIN
01070045	Gloucester	2505280	Veterans Memorial	250528000780	Tier 3	
01090005	Gosnold	2505340	Cuttyhunk Elem	250534000725		SmallIN
01100005	Grafton	2505370	South Grafton Elementary	250537000788		SmallIN
01100025	Grafton	2505370	North Grafton Elementary	250537000787		SmallIN

01100200	Grafton	2505370	Grafton Elementary	250537002576	Tier 3	
01110010	Granby	2505400	West St	250540000791		SmallIN
01140005	Greenfield	2505490	The Academy of Early Learning at North Parish	250549002128		SmallIN
01140025	Greenfield	2505490	Four Corners	250549000798		SmallIN
01140035	Greenfield	2505490	Newton School	250549002578	Tier 3	
01140045	Greenfield	2505490	Poet Seat	250549001786		SmallIN
01140305	Greenfield	2505490	Greenfield Middle	250549000800	Tier 3	
01210005	Hancock	2505760	Hancock Elementary	250576000826		SmallIN
01220005	Hanover	2505790	Center Elementary	250579000828		SmallIN
01220305	Hanover	2505790	Hanover Middle	250579002548	Tier 3	
01280020	Haverhill	2505970	Crowell	250597000851		SmallIN
01280026	Haverhill	2505970	Golden Hill	250597000296	Tier 3	
01280027	Haverhill	2505970	Greenleaf	250597000854		SmallIN
01280045	Haverhill	2505970	Moody	250597000056		SmallIN
01280054	Haverhill	2505970	Pentucket Lake Elem	250597001169	Tier 3	
01280073	Haverhill	2505970	TEACH	250597001706		SmallIN
01280075	Haverhill	2505970	Tilton	250597000866	Tier 3	
01280080	Haverhill	2505970	Walnut Square	250597000867		SmallIN
01280100	Haverhill	2505970	Consentino	250597000850	Tier 3	
01310005	Hingham	2506090	East Elementary School	250609002671		SmallIN
01330018	Holbrook	2506150	John F Kennedy	250615000880		SmallIN
01360010	Holliston	2506240	Placentino Elementary	250624001172		SmallIN
01370003	Holyoke	2506270	Joseph Metcalf Preschool	250627001178		SmallIN
01370015	Holyoke	2506270	Lt Elmer J McMahan Elem	250627000908	Tier 3	
01370030	Holyoke	2506270	William R. Peck School	250627002645	Tier 3	
01370040	Holyoke	2506270	Kelly Elem	250627000904	Tier 3	
01370045	Holyoke	2506270	E N White Elem	250627002581	Tier 3	
01370055	Holyoke	2506270	Lt Clayre Sullivan Elem	250627000907	Tier 3	
01370060	Holyoke	2506270	Maurice A Donahue Elem	250627000909	Tier 3	
01370525	Holyoke	2506270	Center for Excellence	250627002646		SmallIN
01380003	Hopedale	2506300	Park Street School	250630002041		SmallIN
01390003	Hopkinton	2506330	Hopkinton Pre-School	250633002043		SmallIN
01390005	Hopkinton	2506330	Center	250633000918		SmallIN
01390010	Hopkinton	2506330	Elmwood	250633000919		SmallIN
01390305	Hopkinton	2506330	Hopkinton Middle School	250633000468	Tier 3	
01410011	Hudson	2506390	C R Hubert	250639000923		SmallIN
01410030	Hudson	2506390	C A Farley	250639000922	Tier 3	

01450005	Kingston	2506540	Kingston Elementary	250654000943		SmallIN
01460005	Lakeville	2506570	Assawompset	250657000944		SmallIN
01490001	Lawrence	2506660	Rollins Early Childhood Center	250666002651		SmallIN
01490002	Lawrence	2506660	Lawlor ECC	250666000471		SmallIN
01490003	Lawrence	2506660	John Breen School	250666000730		SmallIN
01490004	Lawrence	2506660	South Lawrence East Elementary School	250666001918	Tier 3	
01490015	Lawrence	2506660	Alexander B Bruce	250666000950	Tier 3	
01490017	Lawrence	2506660	Arlington Middle School	250666001945	Tier 3	
01490018	Lawrence	2506660	Robert Frost	250666002433	Tier 3	
01490020	Lawrence	2506660	James F Hennessey	250666000958		SmallIN
01490025	Lawrence	2506660	Guilmette Middle School	250666002630	Tier 3	
01490027	Lawrence	2506660	Parthum Middle School	250666002623	Tier 3	
01490040	Lawrence	2506660	Francis M Leahy	250666000956	Tier 3	
01490045	Lawrence	2506660	James F Leonard	250666000959	Tier 3	
01490050	Lawrence	2506660	Henry K Oliver	250666000965	Tier 3	
01490053	Lawrence	2506660	Edward F. Parthum	250666001627	Tier 3	
01490075	Lawrence	2506660	John K Tarbox	250666002477	Tier 3	
01490080	Lawrence	2506660	Emily G Wetherbee	250666000955	Tier 3	
01490525	Lawrence	2506660	Frost Middle School	250666002654		SmallIN
01490531	Lawrence	2506660	Health & Human Services High School	250666002636	Tier 3	
01490533	Lawrence	2506660	Math, Science & Technology High School	250666002618	Tier 3	
01490535	Lawrence	2506660	Performing & Fine Arts High School	250666002616	Tier 3	
01490536	Lawrence	2506660	High School Learning Center	250666002628		SmallIN
01500025	Lee	2506690	Lee Elementary	250669000969	Tier 3	
01510010	Leicester	2506720	Leicester Primary School	250672000974		SmallIN
01530003	Leominster	2506780	Bennett	250678000064		SmallIN
01530005	Leominster	2506780	Lincoln School	250678001947		SmallIN
01530010	Leominster	2506780	Southeast School	250678002637		SmallIN
01530025	Leominster	2506780	Johnny Appleseed	250678000985	Tier 3	
01530030	Leominster	2506780	Northwest	250678000988	Tier 3	
01530040	Leominster	2506780	Priest Street	250678000990		SmallIN
01570006	Lincoln	2506900	Hanscom Primary	250690001009		SmallIN
01580005	Littleton	2506960	Shaker Lane Elementary	250696001014		SmallIN
01600002	Lowell	2507020	Dr Gertrude Bailey	250702000067	Tier 3	
01600010	Lowell	2507020	Joseph McAvinnue	250702000477	Tier 3	
01600015	Lowell	2507020	Greenhalge	250702001033	Tier 3	
01600020	Lowell	2507020	Abraham Lincoln	250702001023	Tier 3	

01600027	Lowell	2507020	Moody Elem	250702000068	Tier 3	
01600030	Lowell	2507020	Charles W Morey	250702001029	Tier 3	
01600036	Lowell	2507020	Pawtucketville Memorial	250702001044	Tier 3	
01600040	Lowell	2507020	Peter W Reilly	250702001045	Tier 3	
01600050	Lowell	2507020	John J Shaughnessy	250702001048	Tier 3	
01600075	Lowell	2507020	S Christa McAuliffe Elementary	250702000088	Tier 3	
01600090	Lowell	2507020	Bartlett Community Partnership	250702001954	Tier 3	
01600310	Lowell	2507020	B.F.Butler Middle Sch	250702001026	Tier 3	
01600315	Lowell	2507020	James S Daley Middle Sch	250702001036	Tier 3	
01600330	Lowell	2507020	Henry J Robinson Middle	250702001034	Tier 3	
01600340	Lowell	2507020	James Sullivan Middle Sch	250702000073	Tier 3	
01600345	Lowell	2507020	Dr An Wang School	250702000086	Tier 3	
01600360	Lowell	2507020	Kathryn P. Stoklosa Middle School	250702001955	Tier 3	
01600505	Lowell	2507020	Lowell High	250702001041	Tier 3	
01610010	Ludlow	2507050	East Street Elementary School	250705002663		SmallIN
01610020	Ludlow	2507050	Chapin Street Elementary School	250705002665		SmallIN
01620010	Lunenburg	2507080	Lunenburg Primary School	250708001957		SmallIN
01630005	Lynn	2507110	Washington Elementary School	250711002658		SmallIN
01630016	Lynn	2507110	A Drewicz Elem	250711001062	Tier 3	
01630030	Lynn	2507110	Julia F Callahan	250711001077	Tier 3	
01630035	Lynn	2507110	Cobbet Elementary	250711001068	Tier 3	
01630050	Lynn	2507110	Robert L Ford	250711001073	Tier 3	
01630055	Lynn	2507110	Hood	250711001074	Tier 3	
01630060	Lynn	2507110	Ingalls	250711001075	Tier 3	
01630420	Lynn	2507110	Pickering Middle	250711001083	Tier 3	
01630525	Lynn	2507110	Fecteau-Leary Junior/Senior High School	250711002647		SmallIN
01640005	Lynnfield	2507140	Lynnfield Preschool	250714002617		SmallIN
01650003	Malden	2507170	Beebe	250717001344	Tier 3	
01650013	Malden	2507170	Ferryway	250717001345	Tier 3	
01650027	Malden	2507170	Forestdale	250717001351	Tier 3	
01650047	Malden	2507170	Linden	250717001361	Tier 3	
01650049	Malden	2507170	Malden ELC	250717002046		SmallIN
01650057	Malden	2507170	Salemwood	250717001363	Tier 3	
01670003	Mansfield	2507230	Roland Green School	250723001004		SmallIN
01670007	Mansfield	2507230	Everett W Robinson	250723001111		SmallIN
01680005	Marblehead	2507260	Malcolm L Bell	250726001123		SmallIN
01680010	Marblehead	2507260	L H Coffin	250726001122		SmallIN

01680015	Marblehead	2507260	Elbridge Gerry	250726001120		SmallIN
01680016	Marblehead	2507260	Village School	250726001788	Tier 3	
01680020	Marblehead	2507260	Glover	250726001121		SmallIN
01680025	Marblehead	2507260	Dr Samuel C Eveleth	250726001119		SmallIN
01700006	Marlborough	2507320	Early Childhood Center	250732001368		SmallIN
01700008	Marlborough	2507320	Francis J Kane	250732001130		SmallIN
01700025	Marlborough	2507320	Richer	250732001135		SmallIN
01700030	Marlborough	2507320	Charles Jaworek School	250732001631		SmallIN
01700045	Marlborough	2507320	The 4-7 School	250732002639	Tier 3	
01710310	Marshfield	2507350	Furnace Brook Middle	250735001143	Tier 3	
01720005	Mashpee	2507440	Kenneth Coombs School	250744002528		SmallIN
01720020	Mashpee	2507440	Mashpee Middle School	250744002638		SmallIN
01730005	Mattapoisett	2507470	Center	250747001148		SmallIN
01740010	Maynard	2507500	Green Meadow	250750001152		SmallIN
01750003	Medfield	2507530	Memorial School	250753000114		SmallIN
01750007	Medfield	2507530	Ralph Wheelock School	250753001159		SmallIN
01760150	Medford	2507560	Milton Fuller Roberts	250756002062	Tier 3	
01770010	Medway	2507590	Francis J Burke Elem	250759001182		SmallIN
01770013	Medway	2507590	John D Mc Govern Elem	250759001185		SmallIN
01770015	Medway	2507590	Memorial Elementary	250759001015	Tier 3	
01770305	Medway	2507590	Medway Middle	250759002483	Tier 3	
01780003	Melrose	2507620	Early Childhood Center	250762001800		SmallIN
01810004	Methuen	2507740	Pleasant Valley School	250774001028		SmallIN
01810055	Methuen	2507740	Tenney Grammar School	250774001556	Tier 3	
01810060	Methuen	2507740	Donald P Timony Grammar	250774001376	Tier 3	
01820008	Middleborough	2507770	Henry B Burkland Intermed	250777001223	Tier 3	
01820011	Middleborough	2507770	Memorial Early Childhood Center	250777002626		SmallIN
01820025	Middleborough	2507770	Mary K. Goode Elementary School	250777002587		SmallIN
01840003	Middleton	2507830	Fuller Meadow	250783002588		SmallIN
01850010	Milford	2507860	Memorial	250786001238		SmallIN
01850065	Milford	2507860	Brookside	250786001237		SmallIN
01850075	Milford	2507860	Shining Star ECC	250786001650		SmallIN
01850090	Milford	2507860	Woodland	250786001244	Tier 3	
01860017	Millbury	2507890	Elmwood Street	250789001248		SmallIN
01860025	Millbury	2507890	Raymond E. Shaw Elementary	250789001251	Tier 3	
01910310	Monson	2508040	Granite Valley Middle	250804001655	Tier 3	
01970005	Nantucket	2508250	Nantucket Elementary	250825001278	Tier 3	

01990410	Needham	2508370	High Rock School	250837002690		SmallIN
02010010	New Bedford	2508430	Charles S Ashley	250843001321	Tier 3	
02010015	New Bedford	2508430	Elizabeth Carter Brooks	250843001322	Tier 3	
02010050	New Bedford	2508430	John B Devalles	250843001332	Tier 3	
02010060	New Bedford	2508430	George H Dunbar	250843001325	Tier 3	
02010063	New Bedford	2508430	Alfred J Gomes	250843001326	Tier 3	
02010078	New Bedford	2508430	Hayden/McFadden	250843001327	Tier 3	
02010095	New Bedford	2508430	Abraham Lincoln	250843001318	Tier 3	
02010123	New Bedford	2508430	Casimir Pulaski	250843001320	Tier 3	
02010125	New Bedford	2508430	Thomas R Rodman	250843001342	Tier 3	
02010505	New Bedford	2508430	New Bedford High	250843001336	Tier 3	
02010515	New Bedford	2508430	Whaling City JR./SR. High School	250843002681		SmallIN
02040005	Newburyport	2508580	Francis T Bresnahan Elem	250858001350		SmallIN
02040010	Newburyport	2508580	George W Brown	250858001352		SmallIN
02040030	Newburyport	2508580	Edward G. Molin Elementary School	250858002624		SmallIN
02070108	Newton	2508610	Newton Early Childhood Center	250861001657		SmallIN
02080015	Norfolk	2508640	H Olive Day	250864000317		SmallIN
02100005	Northampton	2508850	Bridge Street	250885001425	Tier 3	
02100410	Northampton	2508850	John F Kennedy Middle School	250885001430	Tier 3	
02120020	North Attleboro	2508730	North Attleborough ELC	250873001409		SmallIN
02140005	Northbridge	2508940	Northbridge Elementary	250894002682		SmallIN
02140305	Northbridge	2508940	Northbridge Middle	250894002591	Tier 3	
02150015	North Brookfield	2508760	North Brookfield Elem	250876001410	Tier 3	
02180010	Norton	2509000	L G Nourse Elementary	250900001450		SmallIN
02180015	Norton	2509000	J C Solmonese	250900001449		SmallIN
02200075	Norwood	2509060	George F. Willett	250906001557		SmallIN
02200305	Norwood	2509060	Dr. Philip O. Coakley Middle School	250906001468	Tier 3	
02230015	Orange	2509180	Fisher Hill	250918002593		SmallIN
02260405	Oxford	2509270	Oxford Middle	250927001483	Tier 3	
02270305	Palmer	2509300	Converse Middle	250930002595	Tier 3	
02290010	Peabody	2509360	Thomas Carroll	250936001503	Tier 3	
02310305	Pembroke	2509420	Pembroke Community Middle School	250942001823	Tier 3	
02360055	Pittsfield	2509630	Morningside Comm Sch	250963001524	Tier 3	
02360065	Pittsfield	2509630	Crosby	250963001528	Tier 3	
02360305	Pittsfield	2509630	John T Reid Middle	250963001525	Tier 3	
02360310	Pittsfield	2509630	Theodore Herberg Middle	250963001532	Tier 3	
02380010	Plainville	2509690	Anna Ware Jackson	250969001537		SmallIN

02390003	Plymouth	2509720	Mount Pleasant	250972000318		SmallIN
02430035	Quincy	2509870	Lincoln-Hancock Comm Sch	250987001571	Tier 3	
02430055	Quincy	2509870	Clifford H Marshall Elem	250987001220	Tier 3	
02430090	Quincy	2509870	Snug Harbor Comm School	250987001582	Tier 3	
02440015	Randolph	2509930	Margaret L Donovan	250993001592	Tier 3	
02440018	Randolph	2509930	J F Kennedy Elem	250993002596	Tier 3	
02440020	Randolph	2509930	Elizabeth G Lyons Elem	250993001590	Tier 3	
02440040	Randolph	2509930	Martin E Young Elem	250993001593	Tier 3	
02480057	Revere	2510050	Garfield Middle School	251005001976	Tier 3	
02480305	Revere	2510050	Susan B. Anthony Middle School	251005002113		SmallIN
02530005	Rowe	2510230	Rowe Elem	251023001649		SmallIN
02580001	Salem	2510380	Salem Early Childhood	251038000127		SmallIN
02580003	Salem	2510380	Bates	251038001653	Tier 3	
02580005	Salem	2510380	Bentley	251038001654	Tier 3	
02580025	Salem	2510380	Nathaniel Bowditch	251038002559	Tier 3	
02580050	Salem	2510380	Saltonstall School	251038000773	Tier 3	
02580070	Salem	2510380	Witchcraft Heights	251038001668	Tier 3	
02620065	Saugus	2510500	Veterans Memorial	251050001687	Tier 3	
02620305	Saugus	2510500	Belmonte Saugus Middle	251050001685	Tier 3	
02630010	Savoy	2510530	Savoy Elem	251053001688		SmallIN
02710005	Shrewsbury	2510770	Beal School	251077002496		SmallIN
02710040	Shrewsbury	2510770	Parker Road Preschool	251077001559		SmallIN
02740005	Somerville	2510890	Capuano ECC	251089002561		SmallIN
02740075	Somerville	2510890	Arthur D Healey	251089001731	Tier 3	
02740083	Somerville	2510890	John F Kennedy	251089001738	Tier 3	
02740087	Somerville	2510890	Albert F. Argenziano School at Lincoln Park	251089001739	Tier 3	
02740111	Somerville	2510890	E Somerville Community	251089001736	Tier 3	
02740115	Somerville	2510890	West Somerville Neighborhood	251089000891	Tier 3	
02740120	Somerville	2510890	Winter Hill Community	251089001749	Tier 3	
02740410	Somerville	2510890	Next Wave Junior High	251089002498		SmallIN
02760008	Southborough	2510980	Mary E Finn School	251098001761		SmallIN
02760050	Southborough	2510980	Albert S. Woodward Memorial School	251098001827		SmallIN
02770005	Southbridge	2511010	Charlton Street	251101001763	Tier 3	
02770010	Southbridge	2511010	Eastford Road	251101001764	Tier 3	
02770020	Southbridge	2511010	West Street	251101001770	Tier 3	
02780015	South Hadley	2510920	Plains Elementary	251092001753		SmallIN
02780020	South Hadley	2510920	Mosier	251092002406	Tier 3	

02810010	Springfield	2511130	Boland School	251113001794	Tier 3	
02810020	Springfield	2511130	Samuel Bowles	251113001826	Tier 3	
02810023	Springfield	2511130	Milton Bradley School	251113000896	Tier 3	
02810035	Springfield	2511130	Daniel B Brunton	251113001799	Tier 3	
02810045	Springfield	2511130	William N. DeBerry	251113001838	Tier 3	
02810050	Springfield	2511130	Hiram L Dorman	251113001807	Tier 3	
02810060	Springfield	2511130	Margaret C Ells	251113001817		SmallIN
02810075	Springfield	2511130	Frank H Freedman	251113001803	Tier 3	
02810080	Springfield	2511130	Frederick Harris	251113001804	Tier 3	
02810100	Springfield	2511130	Indian Orchard Elem	251113001810	Tier 3	
02810120	Springfield	2511130	Lincoln	251113001815	Tier 3	
02810145	Springfield	2511130	Mary O Pottenger	251113001819	Tier 3	
02810155	Springfield	2511130	Mary M Walsh	251113001829	Tier 3	
02810175	Springfield	2511130	Alice B Beal Elem	251113001792	Tier 3	
02810205	Springfield	2511130	The Springfield Renaissance School	251113002137		SmallIN
02810350	Springfield	2511130	STEM Middle Academy	251113002642		SmallIN
02810500	Springfield	2511130	Springfield Central High	251113002444	Tier 3	
02810620	Springfield	2511130	Putnam Voc Tech High Sch	251113002293	Tier 3	
02850012	Stoughton	2511250	Edwin A Jones ECC	251125001860		SmallIN
02850405	Stoughton	2511250	O'Donnell Middle School	251125001865	Tier 3	
02900003	Sutton	2511400	Sutton Early Learning	251140001661		SmallIN
02920015	Swansea	2511460	Gardner	251146001892		SmallIN
02920017	Swansea	2511460	Mark G Hoyle Elem	251146000129		SmallIN
02930005	Taunton	2511520	Caleb Barnum	251152000133		SmallIN
02930027	Taunton	2511520	Elizabeth Pole	251152001907	Tier 3	
02950002	Tewksbury	2511580	Center School	251158001831		SmallIN
02950010	Tewksbury	2511580	Heath-Brook	251158001921	Tier 3	
02980010	Topsfield	2511670	Steward Elementary	251167001929		SmallIN
03040005	Uxbridge	2511850	Earl D Taft	251185001936	Tier 3	
03070002	Walpole	2511970	Daniel Feeney Preschool Center	251197002620		SmallIN
03080005	Waltham	2512000	William F. Stanley Elementary School	251200001973	Tier 3	
03080065	Waltham	2512000	Henry Whittemore Elementary School	251200001969	Tier 3	
03090020	Ware	2512030	Stanley M Koziol Elem Sch	251203001982		SmallIN
03090305	Ware	2512030	Ware Middle School	251203002538	Tier 3	
03100003	Wareham	2512060	John William Decas	251206001988	Tier 3	
03100020	Wareham	2512060	Ethel E Hammond	251206001990		SmallIN
03100025	Wareham	2512060	East Wareham School	251206001069		SmallIN

03100305	Wareham	2512060	Wareham Middle	251206002603	Tier 3	
03100310	Wareham	2512060	West Wareham Academy	251206002668		SmallIN
03140305	Watertown	2512180	Watertown Middle	251218002501	Tier 3	
03150020	Wayland	2512210	Loker School	251221000153		SmallIN
03160015	Webster	2512240	Park Avenue Elementary	251224002018	Tier 3	
03160305	Webster	2512240	Webster Middle School	251224002298	Tier 3	
03210005	Westborough	2512600	J Harding Armstrong	251260002056		SmallIN
03210010	Westborough	2512600	Annie E Fales	251260002055		SmallIN
03210025	Westborough	2512600	Elsie A Hastings Elem	251260002058		SmallIN
03230003	West Bridgewater	2512420	Rose L Macdonald	251242002037		SmallIN
03230005	West Bridgewater	2512420	Spring Street School	251242001663		SmallIN
03250003	Westfield	2512630	Fort Meadow ECC	251263002452		SmallIN
03250025	Westfield	2512630	Highland	251263002065	Tier 3	
03250310	Westfield	2512630	South Middle School	251263001570	Tier 3	
03250515	Westfield	2512630	Academy High School	251263002683		SmallIN
03260013	Westford	2512660	Millennium Elementary	251266001572		SmallIN
03260015	Westford	2512660	Nabnasset	251266002078		SmallIN
03260025	Westford	2512660	Col John Robinson	251266002077		SmallIN
03260055	Westford	2512660	Rita E. Miller Elementary School	251266001740		SmallIN
03300010	Weston	2512750	Country	251275002085		SmallIN
03300015	Weston	2512750	Woodland	251275002089		SmallIN
03310015	Westport	2512780	Alice A Macomber	251278002090		SmallIN
03320005	West Springfield	2512510	John Ashley	251251002504		SmallIN
03320305	West Springfield	2512510	West Springfield Middle	251251001243	Tier 3	
03350050	Westwood	2512810	Westwood Integrated Preschool	251281002115		SmallIN
03360003	Weymouth	2512840	Johnson ECC	251284000371		SmallIN
03360020	Weymouth	2512840	Maria Weston Chapman Middle School	251284001840	Tier 3	
03360310	Weymouth	2512840	Abigail Adams Middle School	251284002607	Tier 3	
03400015	Williamsburg	2512990	Helen James	251299002505		SmallIN
03420005	Wilmington	2513050	Boutwell	251305000802		SmallIN
03420015	Wilmington	2513050	Wildwood	251305002157		SmallIN
03420020	Wilmington	2513050	Woburn Street	251305002159		SmallIN
03420025	Wilmington	2513050	Shawsheen Elem	251305002153		SmallIN
03430010	Winchendon	2513080	Winchendon PreSchool Program	251308002648		SmallIN
03430040	Winchendon	2513080	Memorial	251308002161		SmallIN
03430050	Winchendon	2513080	Toy Town Elem	251308000804	Tier 3	
03460015	Winthrop	2513170	William P. Gorman/Fort Banks Elementary	251317001665		SmallIN

03480002	Worcester	2513230	Head Start	251323002684		SmallIN
03480020	Worcester	2513230	Belmont Street Community	251323002197	Tier 3	
03480030	Worcester	2513230	Woodland Academy	251323002106	Tier 3	
03480035	Worcester	2513230	Burncoat Street	251323002201	Tier 3	
03480045	Worcester	2513230	Canterbury	251323002203	Tier 3	
03480052	Worcester	2513230	Chandler Magnet	251323002506	Tier 3	
03480053	Worcester	2513230	City View	251323002610	Tier 3	
03480060	Worcester	2513230	Columbus Park	251323002207	Tier 3	
03480095	Worcester	2513230	Elm Park Community	251323002211	Tier 3	
03480100	Worcester	2513230	Goddard Sch/Science Tech	251323002215	Tier 3	
03480110	Worcester	2513230	Gates Lane	251323002217	Tier 3	
03480115	Worcester	2513230	Grafton Street	251323002219	Tier 3	
03480140	Worcester	2513230	Jacob Hiatt Magnet	251323002566	Tier 3	
03480160	Worcester	2513230	Lincoln Street	251323002229	Tier 3	
03480202	Worcester	2513230	Norrback Avenue	251323002238	Tier 3	
03480210	Worcester	2513230	Quinsigamond	251323002241	Tier 3	
03480215	Worcester	2513230	Rice Square	251323002242	Tier 3	
03480220	Worcester	2513230	Roosevelt	251323002243	Tier 3	
03480230	Worcester	2513230	Tatnuck	251323002246	Tier 3	
03480280	Worcester	2513230	Vernon Hill School	251323002422	Tier 3	
03500003	Wrentham	2513290	Delaney	251329002255		SmallIN
04140305	Berkshire Arts a	2500079	Berkshire Arts and Technology Charter Public School	250007901842	Tier 3	
04150505	Amesbury Acad	2500069	Amesbury Academy Charter Public School	250006901666		SmallIN
04200205	Benjamin Bannε	2500022	Benjamin Banneker Charter Public School	250002200514	Tier 3	
04380505	Codman Acader	2500070	Codman Academy Charter Public School	250007001667		SmallIN
04410505	Sabis Internatio	2500028	Sabis International Charter School	250002800537	Tier 3	
04450105	Abby Kelley Fos	2500051	Abby Kelley Foster Charter Public School	250005101247	Tier 3	
04680505	Ma Academy fo	2500036	Ma Academy for Math and Science School	250003600576		SmallIN
04710405	New Leadership	2500056	New Leadership Charter School	250005601270	Tier 3	
04740505	North Central C	2500073	North Central Charter Essential School	250007301750	Tier 3	
04750505	Dorchester Coll	2500521	Dorchester Collegiate Academy Charter	250052102685		SmallIN
04770010	Silver Hill Horac	2500520	Silver Hill Horace Mann Charter School	250052002641	Tier 3	
04810550	Boston Renaiss	2500039	Boston Renaissance Charter Public School	250003900599	Tier 3	
04860105	Seven Hills Cha	2500045	Seven Hills Charter School	250004500817	Tier 3	
04880550	South Shore Ch	2500040	South Shore Charter Public School	250004000600	Tier 3	
04920005	Martin Luther Ki	2500089	Martin Luther King Jr. Charter School of Excellence	250008902127		SmallIN
04940205	Pioneer Charter	2500518	Pioneer Charter School of Science	250051802632		SmallIN

04960305	Global Learning 2500519	Global Learning Charter Public School	250051902629		SmallIN
04970205	Pioneer Valley C 2500517	Pioneer Valley Chinese Immersion Charter School	250051702619		SmallIN
04990305	Hampden Chart 2500522	Hampden Charter School of Science	250052202680		SmallIN
06030020	Adams-Cheshire 2501780	Plunkett Elementary	250178000023	Tier 3	
06100010	Ashburnham-Wi 2502040	Meetinghouse School	250204000397		SmallIN
06150005	Athol-Royalston 2502160	Ellen Bigelow	250216000076		SmallIN
06150025	Athol-Royalston 2502160	Sanders Street	250216000081		SmallIN
06180310	Berkshire Hills 2502530	Monument Valley Regional Middle School	250253002000	Tier 3	
06220008	Blackstone-Millv 2502715	John F Kennedy Elem	250271502372		SmallIN
06220405	Blackstone-Millv 2502715	Frederick W. Hartnett Middle School	250271501082	Tier 3	
06250002	Bridgewater-Ra 2503030	Mitchell Elementary School	250303002643		SmallIN
06250020	Bridgewater-Ra 2503030	Merrill Elementary School	250303002102		SmallIN
06250300	Bridgewater-Ra 2503030	Williams Intermediate School	250303002657		SmallIN
06250320	Bridgewater-Ra 2503030	Bridgewater Middle School	250303002659		SmallIN
06450005	Dennis-Yarmou 2504140	Ezra H Baker	250414000559		SmallIN
06450020	Dennis-Yarmou 2504140	Laurence C MacArthur Elem	250414000564		SmallIN
06450025	Dennis-Yarmou 2504140	Station Avenue Elem	250414000834	Tier 3	
06450305	Dennis-Yarmou 2504140	Mattacheese Middle Sch	250414000562	Tier 3	
06450310	Dennis-Yarmou 2504140	N H Wixon Middle	250414000563	Tier 3	
06500010	Dighton-Rehobc 2504200	Palmer River	250420002428	Tier 3	
06500310	Dighton-Rehobc 2504200	Dorothy L Beckwith	250420002430	Tier 3	
06580010	Dudley-Charlton 2504360	Mason Rd School	250436000590		SmallIN
06580020	Dudley-Charlton 2504360	Charlton Elementary	250436000585		SmallIN
06600305	Nauset 2504560	Nauset Reg Middle	250456000609	Tier 3	
06650305	Freetown-Lakev 2505070	Freetown-Lakeville Middle School	250507000748	Tier 3	
06720033	Gateway 2505160	Blandford Elementary	250516000756		SmallIN
06720059	Gateway 2505160	Chester Elementary	250516000757		SmallIN
06720256	Gateway 2505160	Russell Elementary	250516000762	Tier 3	
06720349	Gateway 2505160	Russell H Conwell	250516000763		SmallIN
06720405	Gateway 2505160	Gateway Regional Junior High School	250516002667		SmallIN
06720410	Gateway 2505160	Gateway Regional Middle School	250516002666		SmallIN
06730001	Groton-Dunstab 2505500	Boutwell School	250550002611		SmallIN
06740015	Gill-Montague 2505270	Hillcrest	250527002383		SmallIN
06740050	Gill-Montague 2505270	Sheffield Elementary	250527002385	Tier 3	
06800025	Hampden-Wilbr 2505730	Mile Tree Elementary	250573001598		SmallIN
06830505	Hampshire 2505740	Hampshire Reg High	250574000825	Tier 3	
06900510	King Philip 2506510	King Philip Middle School	250651000941	Tier 3	

06980030	Manchester Ess	2500067	Manchester Essex Regional Middle School	250006702653		SmallIN
07100015	Mendon-Upton	2507680	Miscoe Hill School	250768001279	Tier 3	
07170015	Mohawk Trail	2507990	Heath Elementary	250799000934		SmallIN
07200020	Narragansett	2508280	Templeton Center	250828001288		SmallIN
07250015	Nashoba	2508310	Pompositicut	250831001869		SmallIN
07350002	North Middlesex	2508790	Squannacook Early Childhood Center	250879002686		SmallIN
07350005	North Middlesex	2508790	Spaulding Memorial	250879000621		SmallIN
07450020	Pentucket	2509450	Dr Frederick N Sweetsir	250945000414		SmallIN
07500006	Pioneer Valley	2509600	Bernardston Elem	250960002612	Tier 3	
07500007	Pioneer Valley	2509600	Pearl E Rhodes Elem	250960002613		SmallIN
07500008	Pioneer Valley	2509600	Northfield Elementary	250960002614	Tier 3	
07550505	Ralph C Mahar	2509900	Ralph C Mahar Reg	250990001587	Tier 3	
07650015	Southern Berksl	2511040	Monterey	251104001773		SmallIN
07650018	Southern Berksl	2511040	New Marlborough Central	251104001775		SmallIN
07650030	Southern Berksl	2511040	South Egremont	251104001778		SmallIN
07670005	Spencer-E Broo	2500002	Maple Street School	250000201853		SmallIN
07670010	Spencer-E Broo	2500002	Lake Street	250000202408		SmallIN
07670040	Spencer-E Broo	2500002	Wire Village School	250000201859	Tier 3	
07740010	Up-Island Regio	2500043	Chilmark Elementary	250004300508		SmallIN
07750060	Wachusett	2511880	Glenwood Elementary School	251188002131		SmallIN
07780005	Quaboag Regio	2512100	Warren Elementary	251210001993	Tier 3	
07800025	Whitman-Hanso	2512930	Maquan Elementary	251293000199		SmallIN
08230605	Greater Lawren	2505470	Gr Lawrence Reg Voc Tech	250547002267	Tier 3	

Chapter 12 of the Acts of 2010

AN ACT RELATIVE TO THE ACHIEVEMENT GAP.

<http://www.mass.gov/legis/laws/seslaw10/sl100012.htm>

Whereas, The deferred operation of this act would tend to defeat its purpose, which is to provide forthwith innovation into school districts and turnaround underperforming schools, therefore it is hereby declared to be an emergency law, necessary for the immediate preservation of the public convenience.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:

SECTION 3. Chapter 69 of the General Laws is hereby amended by striking out sections 1J and 1K, as so appearing, and inserting in place thereof the following 2 sections:-

Section 1J. (a) The commissioner of elementary and secondary education may, on the basis of student performance data collected pursuant to section 1I, a school or district review performed under section 55A of chapter 15, or regulations adopted by the board of elementary and secondary education, designate 1 or more schools in a school district other than a Horace Mann charter school as underperforming or chronically underperforming. The board shall adopt regulations establishing standards for the commissioner to make such designations on the basis of data collected pursuant to section 1I or information from a school or district review performed under section 55A of chapter 15. Upon the release of the proposed regulations, the board shall file a copy thereof with the clerks of the house of representatives and the senate who shall forward the regulations to the joint committee on education. Within 30 days of the filing, the committee may hold a public hearing and issue a report on the regulations and file the report with the board. The board, pursuant to applicable law, may adopt final regulations making revisions to the proposed regulations as it deems appropriate after consideration of the report and shall forthwith file a copy of the regulations with the chairpersons of the joint committee on education and, not earlier than 30 days of the filing, the board shall file the final regulations with the state secretary. Schools that score in the lowest 20 per cent statewide among schools serving common grade levels on a single measure developed by the department that takes into account student performance data and, beginning on July 1, 2011, improvement in student academic performance, shall be deemed eligible for designation as underperforming or chronically underperforming. Not more than 4 per cent of the total number of public schools may be designated as underperforming or chronically underperforming at any given time.

In adopting regulations allowing the commissioner to designate a school as underperforming or chronically underperforming, the board shall ensure that such regulations take into account multiple indicators of school quality in making determinations regarding underperformance or chronic underperformance, such as student attendance, dismissal rates and exclusion rates, promotion rates, graduation rates or the lack of demonstrated significant improvement for 2 or more consecutive years in core academic subjects, either in the aggregate or among subgroups of students, including designations based special education, low-income, English language proficiency and racial classifications. Before a school is designated chronically underperforming by the commissioner, a school must be designated underperforming and fail to improve.

An underperforming or chronically underperforming school described in the following subsections shall operate in accordance with laws regulating other public schools, except as such provisions may conflict

with this section or any turnaround plans created thereunder. A student who is enrolled in a school at the time it is designated as underperforming or chronically underperforming shall retain the ability to remain enrolled in the school while remaining a resident of the district if the student chooses to do so. (b) Upon the designation of a school as an underperforming school in accordance with regulations developed pursuant to this section, the superintendent of the district, with approval by the commissioner, shall create a turnaround plan for the school, under subsections (b) to (e), inclusive. The commissioner may allow for an expedited turnaround plan for schools that have been previously designated as underperforming and where the district has a turnaround plan that has had a public comment period and approval of the local school committee.

Before the superintendent creates the turnaround plan required in this subsection, the superintendent shall convene a local stakeholder group of not more than 13 individuals, for the purpose of soliciting recommendations on the content of such plan to maximize the rapid academic achievement of students at the school. The superintendent shall provide due consideration to the recommendations of the stakeholder group. The group shall include: (1) the commissioner, or a designee; (2) the chair of the school committee, or a designee; (3) the president of the local teacher's union, or a designee; (4) an administrator from the school, who may be the principal, chosen by the superintendent; (5) a teacher from the school chosen by the faculty of the school; (6) a parent from the school chosen by the local parent organization; (7) representatives of applicable state and local social service, health and child welfare agencies, chosen by the superintendent; (8) as appropriate, representatives of state and local workforce development agencies, chosen by the superintendent; (9) for elementary schools, a representative of an early education and care provider chosen by the commissioner of the department of early education and care and, for middle schools or high schools, a representative of the higher education community selected by the secretary; and (10) a member of the community appointed by the chief executive of the city or town. If the school or district does not have a parent organization or if the organization does not select a parent, the superintendent shall select a volunteer parent of a student from the school. The superintendent shall convene such group within 30 days of the commissioner designating a school as underperforming and the group shall make its recommendations to the superintendent within 45 days of its initial meeting. Meetings of the local stakeholder group shall be open to the public and the recommendations submitted to the superintendent under this subsection shall be publicly available immediately upon their submission.

(c) In creating the turnaround plan in subsection (b) the superintendent shall include, after considering the recommendations of the local stakeholder group, provisions intended to maximize the rapid academic achievement of students at the school and shall, to the extent practicable, base the plan on student outcome data, including, but not limited to: (1) data collected pursuant to section 1I or information from a school or district review performed under section 55A of chapter 15; (2) student achievement on the Massachusetts Comprehensive Assessment System; (3) other measures of student achievement, approved by the commissioner; (4) student promotion and graduation rates; (5) achievement data for different subgroups of students, including low-income students as defined in chapter 70, limited English-proficient students and students receiving special education; and (6) student attendance, dismissal rates and exclusion rates.

The superintendent shall also include in the creation of the turnaround plan, after considering the recommendations of the local stakeholder group, the following: (1) steps to address social service and health needs of students at the school and their families, to help students arrive and remain at school ready to learn; provided, however, that this may include mental health and substance abuse screening; (2) 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; (3) steps to improve workforce development services provided to students and their families at the school, to provide students and families with meaningful employment skills and opportunities; (4) steps to address achievement gaps for limited English-proficient, special education and low-income students; and (5) alternative English language learning programs for limited English proficient students, notwithstanding chapter 71A; and (6)

a financial plan for the school, including any additional funds to be provided by the district, commonwealth, federal government or other sources.

The secretaries of health and human services, labor and workforce development, public safety and other applicable state and local social service, health and child welfare officials shall coordinate with the superintendent regarding the implementation of strategies under clauses (1) to (3), inclusive, of the second paragraph that are included in a final turnaround plan and shall, subject to appropriation, reasonably support such implementation consistent with the requirements of state and federal law applicable to the relevant programs that each such official is responsible for administering. The secretary of education and the commissioner of elementary and secondary education shall assist the superintendent in facilitating the coordination.

To assess the school across multiple measures of school performance and student success, the turnaround plan shall include measurable annual goals including, but not limited to: (1) student attendance, dismissal rates and exclusion rates; (2) student safety and discipline; (3) student promotion and graduation and dropout rates; (4) student achievement on the Massachusetts Comprehensive Assessment System; (5) progress in areas of academic underperformance; (6) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; (7) reduction of achievement gaps among different groups of students; (8) student acquisition and mastery of twenty-first century skills; (9) development of college readiness, including at the elementary and middle school levels; (10) parent and family engagement; (11) building a culture of academic success among students; (12) building a culture of student support and success among school faculty and staff and; (13) developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable.

(d) Notwithstanding any general or special law to the contrary, in creating the turnaround plan required in subsection (b), the superintendent may, after considering the recommendations of the group of stakeholders: (1) expand, alter or replace the curriculum and program offerings of the school, including the implementation of research-based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses; (2) reallocate the uses of the existing budget of the school; (3) provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district; (4) provide funds, subject to appropriation and following consultation with applicable local unions, to increase the salary of any administrator, or teacher in the school, to attract or retain highly-qualified administrators, or teachers or to reward administrators, or teachers who work in underperforming schools that achieve the annual goals set forth in the turnaround plan; (5) expand the school day or school year or both of the school; (6) for an elementary school, add pre-kindergarten and full-day kindergarten classes, if the school does not already have such classes; (7) following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications. (8) limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, that the superintendent shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced; (9) limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school; (10) include a provision of job-embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback; (11) provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction; (12) establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive

leadership; (13) establish steps to assure a continuum of high-expertise teachers by aligning the following processes with a common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure; (14) develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school; (15) establish strategies to address mobility and transiency among the student population of the school; and (16) include additional components based on the reasons why the school was designated as underperforming and the recommendations of the group of stakeholders in subsection (b). If the superintendent does not approve a reapplication submitted by an employee pursuant to clause (7) for a position in the school or if an employee does not submit a reapplication for a position in the school, the employee shall retain such rights as may be provided under law or any applicable collective bargaining agreement in relation to the employee's ability to fill another position in the district; provided, however, that the employee shall not have the right to displace any teacher with professional teacher status in any other school during a school year.

A teacher with professional teacher status in a school declared underperforming or chronically underperforming may be dismissed for good cause; provided, however, that the teacher receives 5 days written notice of the decision to terminate which shall include, without limitation, an explanation of the reason why the superintendent is not retaining the teacher in the school; provided, further, that the teacher may seek review of a termination decision within 5 days after receiving notice of the teacher's termination by filing a petition for expedited arbitration with the commissioner; provided, further, that except as otherwise provided herein section 42 of chapter 71 shall apply to a petition filed pursuant to this section; provided, further, that the commissioner shall cause an arbitrator to be selected pursuant to the procedures in section 42 of chapter 71 within 3 days of receipt of petition and shall conduct and complete a hearing within 10 days of receipt of the petition; provided, further, that in reviewing dismissal decisions, the arbitrator shall consider the components of the turnaround plan and shall also consider any personnel evaluations conducted that are consistent with the guidelines established pursuant to section 1B; and provided, further, that the arbitrator's decision shall be issued within 10 days from the completion of the hearing.

For a school with limited English-proficient students, the professional development and planning time for teachers and administrators identified in clauses (10) to (12), inclusive, shall include specific strategies and content designed to maximize the rapid academic achievement of limited English-proficient students at the school.

(e) Within 30 days of the local stakeholder group making recommendations under subsection (b), the superintendent shall submit a turnaround plan to the local stakeholder group, the school committee and the commissioner, all of whom may propose modifications to the plan. The superintendent shall make such plan immediately available to the public upon the submission. The stakeholder group, the school committee and the commissioner shall submit any proposed modifications to the superintendent not more than 30 days after the date of submission of the turnaround plan and the proposed modifications shall be made public immediately upon their submission to the superintendent. The superintendent shall consider and may incorporate the modifications into the plan if the superintendent determines that inclusion of the modifications would further promote the rapid academic achievement of students at the school or may alter or reject the proposed modifications submitted under this subsection. Within 30 days of receiving any proposed modifications under this subsection, the superintendent shall issue a final turnaround plan for the school and the plan shall be made publicly available.

(f) Within 30 days of the issuance of a final turnaround plan under subsection (e) a school committee or local union may appeal to the commissioner regarding 1 or more components of the plan, including the absence of 1 or more modifications proposed under subsection (e). The commissioner may, in consultation with the superintendent, modify the plan if the commissioner determines that: (1) such

modifications would further promote the rapid academic achievement of students in the applicable school; (2) a component of the plan was included, or a modification was excluded, on the basis of demonstrably-false information or evidence; or (3) the superintendent failed to meet the requirements of subsections (b) to (e), inclusive. The decision of the commissioner regarding an appeal under this subsection shall be made within 30 days and shall be final. (g) If, after considering the recommendations of the group of stakeholders, the superintendent considers it necessary to maximize the rapid academic achievement of students at the applicable school by altering the compensation, hours and working conditions of the administrators, teachers, principal and staff at the school or by altering other provisions of a contract or collective bargaining agreement applicable to the administrators, teachers, principal and staff, the superintendent may request that the school committee and any union bargain or reopen the bargaining of the relevant collective bargaining agreement to facilitate such achievement. The bargaining shall be conducted in good faith and completed not later than 30 days from the point at which the superintendent requested that the parties bargain. The agreement shall be subject to ratification within 10 business days by the bargaining unit members in the school. If the parties are unable to reach an agreement within 30 days or if the agreement is not ratified within 10 business days by the bargaining unit members of the school, the parties shall submit remaining unresolved issues a joint resolution committee for dispute resolution process on the next business day following the end of the 30-day bargaining period or failure to ratify.

The joint resolution committee shall be comprised of 3 members, 1 of whom shall be appointed by the employee organization within 3 business days following the submission of unresolved issues to the joint resolution committee, 1 of whom shall be appointed by the school committee within 3 business days following the submission of unresolved issues to the joint resolution committee and 1 who shall be selected through the American Arbitration Association who shall forthwith forward to the parties a list of 3 conciliators, each of whom shall have professional experience in elementary and secondary education, from which the parties may agree upon a single conciliator provided, however, that if the parties cannot select a conciliator from among the 3 within 3 business days, the American Arbitration Association shall select a conciliator from the remaining names. The joint resolution committee shall conduct a dispute resolution process to be concluded within 10 business days of selection. This process shall be conducted in accordance with the rules of the American Arbitration Association and consistent with this section. The fee for the process shall be shared equally between the 2 parties involved.

The joint resolution committee shall consider the positions of the parties, the designation of the school as underperforming and the needs of the students in the school. Notwithstanding any other provision of this chapter, the decision of the joint resolution committee shall be dispositive of all the issues in dispute and shall be submitted to the parties within 10 business days of the completion of the process. Under no circumstance, shall a time extension be granted beyond 10 business days of the completion of the process. If a decision is not submitted to the parties within 10 business days, the commissioner will resolve all outstanding issues.

(h) The superintendent may select an external receiver to operate the school and implement the turnaround plan or to assist the superintendent with the implementation. The superintendent may appoint the receiver if the superintendant determines that conditions exist in the district that are likely to negatively affect his ability to implement the plan successfully. A school committee may appeal to the commissioner the decision of the superintendent to appoint an external receiver. The commissioner may reverse such decision only if he determines that the superintendent made the decision on the basis of demonstrably-false information or evidence. A receiver shall be a non-profit entity or an individual with a demonstrated record of success in improving low-performing schools or the academic performance of disadvantaged students. A receiver shall be subject to section 11A ½ of chapter 30A and chapter 66. A receiver who is an individual shall also be subject to chapter 268A.

(i) An external receiver selected by the superintendent to operate a school shall have full managerial and operational control over the school as provided in the turnaround plan. For all other purposes, the school district in which the school is located shall remain the employer of record.

(j) Each turnaround plan shall be authorized for a period of not more than 3 years, subject to subsection (k). The superintendent or external receiver, as applicable, may develop additional components of the turnaround plan pursuant to subsections (b) to (g) inclusive and shall develop annual goals for each component of the plan, in a manner consistent with subsections (b) to (g), inclusive. The superintendent or external receiver, as applicable, shall be responsible for meeting the goals of the plan.

(k) Each school designated by the commissioner as underperforming under subsection (a) shall be reviewed by the superintendent, in consultation with the principal of the school, at least annually. The purpose of the review shall be to determine whether the school has met the annual goals in its turnaround plan and to assess the overall implementation of the turnaround plan. The review shall be in writing and shall be submitted to the commissioner and the relevant school committee not later than July 1 for the preceding school year. The review shall be submitted in a format determined by the department of elementary and secondary education.

If the commissioner determines that the school has met the annual performance goals stated in the turnaround plan, the review shall be considered sufficient and the implementation of the turnaround plan shall continue. If the commissioner determines that the school has not met 1 or more goals in the turnaround plan and that the failure to meet the goals may be corrected through reasonable modification of the plan, the superintendent may amend the turnaround plan in a manner consistent with the provisions of subsection (b) to (g) inclusive. If the commissioner determines that the school has substantially failed to meet 1 or more goals in the plan, the commissioner may appoint an examiner to conduct an evaluation of the school's implementation of the turnaround plan.

If the commissioner determines that the school has substantially failed to meet multiple goals in the plan, the commissioner may require changes to the turnaround plan to be implemented by the superintendent in the following year or the appointment of an external partner to advise and assist the superintendent in implementing the plan the following year. If the changes to the turnaround plan require changes in a collective bargaining agreement applicable to administrators, teachers or staff in the school, the bargaining procedure in subsection (g) shall be used. If an underperforming school is operated by an external receiver, the commissioner may require the superintendent to terminate the receiver and develop a new turnaround plan; provided, however, that the superintendent shall not terminate the receiver before the completion of the first full school year of the operation of the underperforming school.

(l) Upon the expiration of a turnaround plan, the commissioner shall conduct a review of the school to determine whether the school has improved sufficiently, requires further improvement or has failed to improve. On the basis of such review, the commissioner may determine that: (1) the school has improved sufficiently for the designation of the school as underperforming to be removed; (2) the school has improved, but the school remains underperforming, in which case the superintendent may, with the approval of the commissioner, renew the plan or create a new or modified plan for an additional period of not more than 3 years, consistent with the requirements of subsections (a) to (g); or (3) consistent with the requirements of subsection (a), the school is chronically underperforming. The commissioner may recommend the appointment of an external receiver by the superintendent if the commissioner believes that a new or modified turnaround plan implemented by the superintendent will not result in rapid improvement. In carrying out this subsection, the superintendent shall: (1) in the case of a renewal of a turnaround plan, determine subsequent annual goals for each component of the plan with the input of the local stakeholder group as defined in subsection (b); or (2) create a new or modified turnaround plan as necessary, consistent with the requirements of this section.



**Massachusetts Department of Elementary and Secondary Education
Redesign Plan Requirements
Updated 06/30/10**

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Redesign Plan Requirements Overview

An *Act Relative to the Achievement Gap* signed into law in January 2010 established a new process and intervention powers for improving the performance of the state’s lowest performing schools. The U.S. Department of Education is also providing a new infusion of federal School Turnaround Grant (STG) funds (under Section 1003(g) of the Elementary and Secondary Education Act) to support this work. To the extent possible, ESE is consolidating and integrating federal grant and state statutory requirements in order to simplify the planning and school redesign process for districts with Level 4 schools. The **Redesign Plan** template integrates these 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 federal STG funds.

The Redesign Plan is a multi-part instrument that will provide:

- I. **Executive Summary:** an overview of the district’s overall plan for school redesign.
- II. **District-Level Redesign:** an overview of district-level issues.
- III. **School-Level Redesign:** a blueprint for intervention and the implementation of the conditions for school effectiveness at each identified school (School-Level Redesign).
- IV. **Implementation Timeline and Benchmarks:** implementation benchmarks across the 3-year redesign timeframe.
- V. **Measurable Annual Goals:** measurable annual goals which serve as the standard for continued implementation of the Redesign Plan, renewal of federal grant funds, and, if applicable, exiting from Level 4 status.
- VI. **Budget:** a detailed budget with narrative for how the district proposes to expend STG funds.

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

<p>Format and Submission Requirements</p>	<p>The Redesign Plan must:</p> <ul style="list-style-type: none"> • 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 • Use 11-point font, or larger • Include a Table of Contents that includes attachments and appendices • Include page numbers in the bottom right hand corner of each page, including attachments <p>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.</p>
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I. Executive Summary

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. This executive summary may also be used by ESE to share school plans with state-level stakeholders and with other districts to facilitate sharing and networking among. The executive summary should:

- describe the district's overall approach to school redesign, including overall timeline and process
- identify the schools that it intends to redesign (and serve with federal STG funds, if applicable) and the intervention redesign model chosen for each school
- highlight key components of each school redesign plan outlined below, including the biggest changes
- Highlight key implementation benchmarks and measurable annual goals.

II. District-Level Redesign

The district must demonstrate that it has the capacity to implement a School Redesign Plan, and if applicable, use federal school improvement funds, to provide adequate resources and related support at identified schools in order to implement, fully and effectively, the required activities of the school intervention model it has selected. A district that applies for federal STG funding must serve each of its Level 4 schools using one of the four federal school intervention models—Turnaround¹, Restart, Closure, or Transformation. To demonstrate the district’s capacity to intervene in identified schools, please be sure to address the following district level areas.

1. **District redesign and planning process**²: The district must take action at the district and school levels to develop and implement interventions consistent with both grant and statutory requirements.
 - a. Describe how the district has formed or will form district-level and/or school-level redesign teams/working groups to develop the intervention plans for each school.
 - b. Provide an overview of the overall structure of the district's redesign planning process, including the number and structure of district-level and school-level redesign teams, how often they meet and interact, and the process by which decisions were or will be made.
 - c. Provide a profile of the district-level redesign team(s), including:
 - i. The composition of each redesign team.
 - ii. The identity of the chair or leader of each redesign team
 - iii. The identity and credentials of each redesign team member.
 - iv. Why specific members were chosen to form each team. The experience and qualifications should demonstrate that the members have experience and qualifications necessary to contribute to a plan for implementing the selected intervention model in each identified school.
2. **School redesign leadership pipeline**: The district must recruit, screen, and select qualified educators who have the capability to implement one of the school intervention models.
 - a. Describe the actions that the district has taken or will take to recruit, screen and select—through both internal staff development and external recruitment—effective principals and teacher leaders who have the capability to implement one of the school intervention models.
 - b. Describe how the school will ensure that these effective educators will be placed in the district’s lowest-performing schools.
 - c. If qualified personnel have not yet been identified, describe the status of the district’s current pipeline for such individuals.
3. **External partners pipeline**: If applicable, the district must recruit, screen, and select external providers to ensure their quality. The district might contract with a school redesign organization to assist it in implementing the redesign model. The district might also use external providers to provide technical expertise in implementing a variety of components of the school intervention models, such as helping a school evaluate its data and determine what changes are needed based on those data; providing job-embedded professional development; designing an equitable teacher and principal

¹ **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 STG 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.

² STG requirement B3a.

evaluation system that relies on student achievement; and creating safe school environments that meet students' social, emotional, and health needs.

- a. Describe the actions that the district has taken or will take to recruit, screen and select external providers to ensure their quality.³
- b. Describe how the district has or will determine which external partners to utilize.
- c. If the district has identified external providers who will assist it in implementing the intervention models, provide their credentials, experiences, and qualifications for the relevant task.
- d. For Restarts: If the district has identified the charter operator, CMO, or EMO partners who will implement the Restart intervention in a particular school, provide their credentials, experiences, and qualifications for school intervention work.
- e. If external providers have not yet been identified, describe the status of the district's current pipeline for such organizations.

4. **Effective district systems for school support and intervention:** The district must have or put into place 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 (for example: timely delivery of school supplies and an adequate pool of licensed teacher candidates). In particular, the selected intervention models may require significant changes to how districts and schools may previously have functioned. It is likely that there are policies or practices at the district level that will need to be adjusted to support those interventions.

- a. District policies and procedures: Describe which district policies and practices currently exist that may promote or impede the implementation of the proposed plans and the actions the district has taken or will take to modify its policies and practices to enable its schools to implement the interventions fully and effectively⁴. Explain why and provide evidence for why these policies and practices need to be modified. In each case, be sure to address how the district will ensure that other schools are not adversely impacted by changes to the policies and practices. In particular, please be sure to consider and address, if appropriate:
 - i. Staff assignment policies (if not addressed above): How will displaced staff from the school be placed in other buildings? How will the district ensure that staff displaced from other buildings will not be placed into the identified school without a formal selection process?
 - ii. Student assignment policies: Will student enrollment be limited to a certain size at identified schools?
 - iii. Capital plans: Will buildings be reconfigured to support the implementation of Redesign Plans?
 - iv. Transportation: How will potential changes to school schedules, student assignment and building configurations be managed?
- b. Technical assistance plan: Describe how the district will ensure that the identified school(s) receive ongoing, intensive technical assistance and related support from the district, the state, or designated external partner organizations.⁵ Activities could include district staff dedicated to redesign efforts, specific programs that will be in place in all schools included in this application, etc. Discuss the
- c. District monitoring plan: The district must monitor the implementation of the selected intervention at each identified school. Describe the system of monitoring that the district will utilize to ensure the full and effective implementation of the chosen intervention(s) and how the district will know that they are working. 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.

³ STG requirement B3b.

⁴ STG requirement B3d.

⁵ Transformation 4B.

III. School-Level Redesign

In the School-Level Redesign component, the district must outline the elements of the 3-year Redesign Plan that will be put into place at **each identified school**, including how the school will implement the Conditions for School Effectiveness (Essential Conditions). In order for a district to ensure eligibility for federal STG funding, it must ensure that the required additional elements listed for the federal intervention model chosen—Turnaround, Restart, or Transformation—are addressed. Districts that select the Restart option should address all elements, though the school’s selected external partner will likely outline its plan for implementation rather than district or school personnel. However, the selected external partner with a demonstrated track record of success may propose an implementation plan that might not address all the elements below if a compelling rationale is given for why it is not necessary.

School Name:	District:
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A. School-Level Redesign Overview

1. **School-level redesign team**
 - a. Provide an overview of the overall structure of the school’s redesign planning process, including the specific structure of this school-level redesign team, how often it meets, and the process by which decisions were or will be made.
 - b. Provide a profile of the school-level redesign team, including:
 - i. The composition of each redesign team.
 - ii. The identity of the chair or leader of each redesign team
 - iii. The identity and credentials of each redesign team member.
 - iv. Why specific members were chosen to form each team. The experience and qualifications should demonstrate that the members have experience and qualifications necessary to contribute to a plan for implementing the selected intervention model in each identified school.

2. **Baseline data and needs analysis⁶**: The district must demonstrate that it has assessed its baseline performance and conditions, and analyzed the data to identify the needs of the school. Provide an analysis of the needs of the school that assess the current status of the school’s implementation of the Essential Conditions. This analysis⁷ must:
 - a. Examine and analyze multiple sources of data
 - i. Disaggregate MCAS, growth, and other achievement data by income, ethnicity, program, gender, grade level, language proficiency, teacher, and other categories that may help explain achievement outcomes.
 - ii. Identify patterns in the data at the school, grade, and student level and among clusters or subtopics in state standards for greater specificity.
 - iii. Include a review of other data, including but not limited to perceptual data, behavioral data, school program and process data.
 - iv. If possible, use tests of statistical significance to determine if differences matter, though caution should be exercised when analyzing data based on small numbers of students.
 - b. Identify critical issues

⁶ STG requirement B1a.

⁷ The framework for this analysis draws heavily from Community Training and Assistance Center’s *Guide to Standard Bearer Schools*, March 2007.

- i. Determine through data analysis and then select 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.
 - ii. Record issues that emerge from observable patterns in the data.
 - iii. Look for similar trends in multiple years of data.
 - iv. Compare with state and district averages and demographically similar schools.
 - v. Identify areas of growth and/or strength in student achievement patterns.
 - vi. Look for relationships among or between critical issues and events (e.g., math scores are down; a new textbook was implemented during the previous year).
 - c. Probe for causation
 - i. Ask questions about observable patterns in the data and about the character of the data.
 - ii. Develop hypotheses about the possible reasons for the observed patterns and trends.
 - iii. Use perceptual, program, and teacher data to test hypotheses and to probe for possible causes.
 - iv. Collect additional data and input if needed (e.g., conducting interviews or focus groups with students, parents, and/or teachers on a topic)
 - d. Determine priorities for redesign
 - 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 priorities as the focus of school redesign.
 - e. Be linked to the district’s assessment of its systems for school support and intervention described above.
3. **Redesign model**⁸: The district must develop and implement a redesign model that addresses the diverse needs of the student population and is founded on an understanding of effective, research-based educational practices, teaching methods, and high standards for student learning.
- a. 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.
 - 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 below.)
 - c. Describe 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**⁹: The district must describe the interactions the district has had with relevant stakeholders in the development of a redesign plan for each school. In particular, the district must 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 models, 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.

⁸ STG requirement B1a and B3a.

⁹ STG requirement B8.

- b. **For districts seeking expedited approval only:** If a district is seeking expedited approval of its Redesign Plan as outlined in state law, it must summarize the public comment provided on the Redesign Plan and provide evidence of approval of the school committee.

B. Essential Conditions for School Effectiveness

The response to the remaining section should address the district’s plan for implementation of the specified Essential Conditions at the identified school and should be informed by the baseline data and needs analysis.

Leadership and Governance

1. **Effective school leadership:** The district and school must 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.
 - a. Describe how an effective school leadership team will be mobilized. For Level 4 schools, 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.
 - b. **For Turnaround and Transformation only:** Describe the process by which the district will replace the principal¹⁰ who led the school prior to the commencement of the Transformation or Turnaround model. If the district has already identified the new principal and/or other key staff members who will implement the selected intervention model in the identified school, provide their credentials, experiences, and qualifications, with a particular emphasis on school turnaround competencies.
 - c. **For Turnaround and Transformation only:** Describe how the district will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school¹¹.
 - d. **For Turnaround only:** Describe how the district will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, will screen all existing staff and rehire no more than 50 percent; and select new staff¹². Include how the district defines “staff”—whether this includes non-instructional staff in addition to instructional staff.
 - e. **For Turnaround only:** Describe how the school will adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the district or state to obtain added flexibility in exchange for greater accountability¹³.
 - f. **For Transformation only:**
 - i. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates (2) Are designed and developed with teacher and principal involvement¹⁴.

¹⁰ Turnaround 1, Transformation 1A

¹¹ Turnaround 3, Transformation 1E.

¹² Turnaround 2.

¹³ Turnaround 5.

¹⁴ Transformation 1B.

- ii. Describe how the district will identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates (if applicable) and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.¹⁵
- g. **For Restart only:** Describe the district’s rigorous review process for selecting a charter school operator, charter management organization (CMO) or educational management organization (EMO).

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. **For Turnaround and Transformation only:** 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 (if applicable)¹⁶.
- 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.¹⁷
 - b. Describe the school’s plan to
 - i. Provide ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction), 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.¹⁸
 - ii. Provide or support individually pursued learning, including content-based learning.

Student Support

- 4. **Tiered instruction models 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.¹⁹ 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 students²⁰; in particular, describe how the

¹⁵ Transformation 1C.

¹⁶ Turnaround 1, Transformation 4A.

¹⁷ Turnaround 8, Transformation 3A.

¹⁸ Turnaround 4, Transformation 1D.

¹⁹ Turnaround 7, Transformation 2B

²⁰ *Act Relative to the Achievement Gap*, Massachusetts law – address achievement gaps

school will develop or expand alternative English language learning programs for limited English proficient students, notwithstanding chapter 71A.²¹

- c. **For Turnaround and Transformation only:** Describe how the school will establish schedules and strategies that provide increased learning time using a longer school day, week, or year schedule to significantly increase the total number of school hours (compared to time prior to the start of the Transformation model) 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 and (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 organizations²².
5. **Students' social, emotional, and health needs**²³: 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.²⁴
 6. **Family-school relationships**²⁵: 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.²⁶
 - 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.²⁷
 - 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.²⁸

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. **For Turnaround and Transformation only:** 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 model²⁹.

²¹ *Act Relative to the Achievement Gap*, Massachusetts law – Alternative ELL programs

²² Turnaround 8, Transformation 3A.

²³ Turnaround 9.

²⁴ *Act Relative to the Achievement Gap*, Massachusetts law – address social service and health needs

²⁵ Turnaround 9.

²⁶ Transformation 3B; State measurable annual goal 10.

²⁷ *Act Relative to the Achievement Gap*, Massachusetts law – child welfare services and law enforcement

²⁸ *Act Relative to the Achievement Gap*, Massachusetts law – workforce development services

²⁹ *Act Relative to the Achievement Gap*, Massachusetts law – financial plan for school; Also STG Requirement B3c.

- c. Describe how the intervention reforms will be sustained after the Redesign Plan period and, if applicable, after federal STG funds end in three years.³⁰ 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).³¹
- 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.³²
 - 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.

³⁰ STG requirement B3e.

³¹ Turnaround 6, Transformation 2A

³² Turnaround 7, Transformation 2B

IV. Implementation Timeline and Benchmarks³³

The district must outline an implementation timeline and benchmarks at **each identified school** to demonstrate that it has sufficient capacity to implement the basic elements of the selected intervention model by the beginning of the grant funding and measure the progress of implementation across the up-to-three year period of the Redesign Plan. Full details should be provided for the early implementation period and year 1, with an outline of expected activities for years 2 and 3. Duplicate, modify, and expand the template below as needed.

Essential Condition	Early Implementation (before award of STG grant)	Year 1	Year 2	Year 3
Effective district systems for school support and intervention				
Effective school leadership				
Professional development and structures for collaboration				
Tiered Instruction and adequate learning time				
Students' social, emotional, and health needs				
Family-school relationships				
Strategic use of resources and adequate budget authority				
Aligned curriculum				
Effective instruction				
Student assessment				

³³ STG requirement B4.

V. Measurable Annual Goals³⁴

The district 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. The district may also establish measurable annual goals using other assessments or in other areas of school performance to measure the success the implementation of the Redesign Plan.

When defining measurable annual goals, the district must ensure that each one addresses each of the following questions:

What will change, or	What will the result be?	[assessment tool or metric]
Who will achieve the change, or	Who will achieve result?	[person(s) or organization(s)]
How much change is expected, or	How much will the result be?	[quantity]
When* will the change be achieved, or	When* will the results occur?	[timeframe or target date]

*In most cases, these targets will be set annually, though in some cases, districts may propose target dates that occur within a year.

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 STG awards and to continue implementing a Redesign Plan.

VI. Budget

Please complete the separate budget workbook.

³⁴ STG requirement B5; also *Act Relative to the Achievement Gap*, Massachusetts law –measurable annual goals

Name of Grant Program: School Turnaround Grant	Fund Code: 511
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Revised 06/30/10

- Purpose:** The purpose of this federal grant program is to provide funding for districts to implement School Redesign Plans which are built on one of four federally defined school intervention models—Turnaround, Restart, Transformation, or Closure [see “Four Federal School Intervention Models” in additional information below] at the state’s persistently lowest-achieving schools.
- Priorities:** Districts with Level 4 schools identified under the state’s new framework for Accountability and Assistance will receive first priority for funding to implement one of the required intervention models if they meet funding requirements
- Eligibility:** All districts with one or more ‘persistently lowest-achieving school’ as identified under federal requirements are eligible to compete for funding. A complete list is attached.
- Funding:** Based on a combination of Massachusetts’ FY09 federal School Turnaround Grant (STG) allocation and funds allocated through the American Recovery and Reinvestment Act (ARRA) a total of up to \$55,756,863 is available for expenditure in state FY11 to FY13 (through August 31, 2013). Districts can apply for a minimum of \$50,000 and up to a maximum of \$2 million **per school per year** for each of the three fiscal years. Award amounts will also depend on the size of the school (particularly small schools must carefully justify their budget request) and the scope and scale of activities proposed for the selected intervention. A detailed FY11 budget will be required, with non-binding estimates for FY12 and FY13 dependent on annual renewal of the grant award.
- Fund Use:** Fund use must be consistent with applicable state and federal requirements. All expenditures must closely align with the implementation of the Redesign Plan and the selected intervention model. District-Level expenditures must directly support the implementation of the selected intervention models at identified schools.
- Unallowable expenditures:
1. Contract buyouts.
 2. Capital expenses.
 3. Purchase of technology, computer software or hardware, unless a compelling case can be made for how these materials are necessary to fully implement the proposed intervention.
- All expenditures will be closely reviewed as they relate to the priorities of this grant opportunity.
- Project Duration:** Upon Approval – 8/30/2011, with FY12 and FY13 contingent upon annual renewal of the grant.
- Program Unit:** Office of School Redesign
- Contacts:** Cliff Chuang 781-338-3588
Sarah McLaughlin 781-338-3589
- Date Due for Required Letter of Intent to Apply:** **Friday, July 2, 2010 – 5:00 p.m.**
In order to complete for grant funding, each district that intends to apply for funding under this program **must** submit a Letter of Intent to Apply, identifying the schools for which the district anticipates seeking funding. This is nonbinding (i.e., a district may choose not to submit a full grant application after submitting a Letter of Intent to Apply). This Letter must be submitted via email to redesign@doe.mass.edu.
- Date Due Full Grant Proposal** **Wednesday, July 28, 2010**
Competitive proposals must be received at the Department by 5:00 p.m. on the

date due.

Other Key Information:

The Department intends to announce awards of these grants by July 19, 2010. Given the extremely tight review timeline, districts must ensure that a knowledgeable contact person in the district's central office and for each school for which grant funding is sought is available between July 9 and July 19 to answer questions. Please be sure to complete the required contact form.

In addition, the Department anticipates conducting required interviews of district/school level teams at the Department's offices in Malden as part of the grant review process between August 2-5, 2010. Districts must ensure that appropriate representatives are available during these days.

Required Documents:

1. Redesign Plan (LINK to Redesign Plan Requirements)
2. Budget Workbook (Includes the Standard Contract and Application for Program Grants, Assurances and Waivers, and Budget Detail Pages.)
3. Contact Form

Additional Information:

1. Eligible Schools List
2. Massachusetts Definition of Persistently Lowest-Achieving Schools
3. Grant Scoring Rubric
4. Summary of Four Required Federal Intervention Models
5. [Final Federal Requirements for School Turnaround Grants](#)
6. [Federal LEA Guidance](#)

Submission Instructions:

1. **Mail or hand-deliver** six (6) hard copies of the Redesign Plan and Contact Form, along with a single copy with original superintendent signature of the Grant Cover and Assurances and Waivers pages contained within the Budget Workbook to:

**Janet Pineault
Office of School Redesign
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906**

These documents must arrive at the Department no later 5 p.m. on July 28, 2010.

2. Email an electronic copy of the Redesign Plan, Contact Form and Budget Workbook to: redesign@doe.mass.edu

These files must arrive at the Department no later 5 p.m. on July 28, 2010

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 must save the workbook as an earlier version of Excel (.xls **not** .xlsx).

Step Two - Select your district

[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 district's name from the drop-down list. Doing so prepopulates information on other sheets in the workbook. Enter your contact information, including a summer telephone number/email address. (**Boston and Springfield**, due to the number of eligible schools in your districts, please email redesign@doe.mass.edu for a customized workbook.)

Step Three - Identify schools to be served

[Table of Contents](#)

Access the School Served sheet by clicking the link in the Table of Contents below or the appropriate tab at the bottom of this workbook. For each eligible school in your district, select the intervention model you will implement. If you have nine or more eligible Tier I and II schools in your district, you may not implement the transformation model in more than 50% of those schools. Then complete the school-level budget detail page. For the eligible schools that the district elects not to serve with STG funds, explain the district's lack of capacity to do so on the corresponding page. Also complete the district-level budget detail page for any district-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 the each budget page through links within the School Served sheet or the appropriate tab at the bottom of this workbook. Please provide complete narrative and budget information in each sheet.

Step Five - Check Combined Budget Page and Review School-by-School Summary

[Table of Contents](#)

In Step Four you entered budget information on one or more worksheets on your district'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. You may also use the School-by-School Summary Page (Read-only) to review proposed expenditures across schools - there is no data entry on this sheet.

Make sure that the total amount requested is at least \$50,000 but no more than \$2 million per year per school (LEA-level activities should be prorated equally between schools served).

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 at:

<http://finance1.doe.mass.edu/Grants/grants11/rfp/511.html>

Questions? Please contact :

redesign@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](#)

[Lack of Capacity](#)

[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.)

[School-by-School Summary \(Read-only\)](#)

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

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

[Indirect Cost Calculator](#)

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Cover Sheet**

PART I - GENERAL

A. APPLICANT	Select a District* Name:	Org Name <input type="text"/>	<input type="text"/>	District Code:	<input type="text"/>	Org
* Boston and Springfield, due to the number of eligible schools in your districts, please email redesign@doe.mass.edu for a customized workbook.						
	Coordinator Name:	<input type="text"/>		Email:	<input type="text"/>	
	Address:	Address 1 <input type="text"/>				
		Address 2 <input type="text"/>				
		Town <input type="text"/>	MA <input type="text"/>	Zip <input type="text"/>		
Contact Tel:	<input type="text"/>	ext <input type="text"/>	Summer #:	<input type="text"/>	Submission date:	<input type="text"/>

B. APPLICATION FOR PROGRAM FUNDING				
Fund Code	Program Name	PROJECT DURATION		TOTAL AMOUNT REQUESTED: <small>This amount is linked to the grand total on the budget page and cannot be edited here.</small>
	FY11	FROM:	TO:	
511	School Redesign Implementation Grant	9/1/2010 or Upon Approval	8/31/2011	

C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICATION STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS

AUTHORIZED SIGNATORY:	<input type="text"/>	TITLE:	<input type="text"/>
TYPED NAME:	<input type="text"/>	DATE:	<input type="text"/>

REQUESTED SUBMISSION DUE: Per Completion of Each Grant
Mail or hand-deliver six (6) hard copies of the Redesign Plan and Contact Form, along with a single copy with original superintendent signature of the Grant Cover and Assurances and Waivers pages contained within this Budget Workbook to:
 Janet Pineault
 Office of School Redesign

MA Department of Elementary and Secondary Education
 75 Pleasant Street, Malden, MA 02148

Email an electronic copy of the Redesign Plan, Contact Form and Budget Workbook to: redesign@doe.mass.edu

Lack of Capacity to Serve all Tier I schools

Org Name

An LEA must serve all of its Tier I schools if it has the capacity to do so. However, an LEA may take into consideration, in determining its capacity, whether it also plans to serve one or more Tier II schools. In other words, an LEA with capacity to serve only a portion of its Tier I and Tier II schools may serve some of each set of schools; it does not necessarily have to expend its capacity to serve all of its Tier I schools before serving any Tier II schools.

If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school. A district might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve Tier II schools instead of all its Tier I schools (see H-9).

[Empty yellow box for explanation]

LEA-Level Budget

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

After completing the budget narrative overview, use the link below to access the 'FY11 Grant Budget Detail' and the 'Summary of Grant Request Across Three Years' form.

[FY11 GRANT BUDGET DETAIL](#)

[SUMMARY OF GRANT REQUEST ACROSS THREE YEARS](#)

LEA-Level Budget Narrative Overview

Instructions: In the space below, provide an overview of how the proposed grant expenditures in FY11 will directly support the implementation of the selected intervention model according to the Implementation Timeline and Benchmarks submitted as part of the school-level Redesign Plan component for this school. 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 FY11 Grant Budget Detail section below, for each proposed FY11 grant budget expenditure, provide justification (to the right) for how individual expenditures are necessary to support the implementation of the selected intervention model as outlined in the Redesign Plan. Finally, in the Summary of Grant Request Across Three Years section at the bottom of this worksheet, please summarize proposed expenditures for FY12 and FY13. (Additional detail will be required upon renewal of the grant.)

FY11 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"/>		
SUB-TOTAL	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"/>		
_____			<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"/>		
SUB-TOTAL	0	0.00		\$ -	

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

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

SUB-TOTAL		\$0
------------------	--	-----

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				

SUB-TOTAL **\$** **-**

6 SUPPLIES AND MATERIALS	Amount	Expenditure Justification
Textbooks and Instructional Materials		

Instructional Technology including Software		

Non-instructional Supplies		

SUB-TOTAL **\$** **-**

7 TRAVEL: Mileage, conference registration, hotel and meals	Amount	Expenditure Justification
Supervisory Staff		

Instructional Staff		

Other		

SUB-TOTAL **\$** **-**

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

SUB-TOTAL **\$** **-**

9 INDIRECT COSTS - Must be entered directly on Combined Budget Worksheet	Amount	Expenditure Justification

10 EQUIPMENT: 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		

SUB-TOTAL **\$** **-**

TOTAL FUNDS REQUESTED **\$** **-**

LEA-Level Budget

District Name Org Name

SUMMARY OF GRANT REQUEST ACROSS THREE YEARS

		Amount			Narrative Summary for FY12 and FY13 Grant Budget Request
		FY11	FY12	FY13	
1	ADMINISTRATORS	\$0			
2	INSTRUCTIONAL/ PROFESSIONAL STAFF	\$0			
3	SUPPORT STAFF	\$0			
4	FRINGE BENEFITS	\$0			
5	CONTRACTUAL SERVICES	\$0			
6	SUPPLIES AND MATERIALS	\$0			
7	TRAVEL	\$0			
8	OTHER COSTS	\$0			
10	EQUIPMENT	\$0			
TOTAL FUNDS		\$0	\$0	\$0	

B. APPLICANT AGENCY Org Name _____ District Code: Org _____ FY 2011

Contact Person: _____ Address: Address 1 _____ Town _____ Zip _____
 Telephone: _____ x _____ Email address: _____
 Summer phone: _____ Submission Date: _____

PLEASE PROVIDE ALL OF THE INFORMATION REQUESTED ABOVE AND SUBMIT ALL PAGES OF THE BUDGET DETAIL.

C. ASSIGNMENT THROUGH SCHEDULE A

Check this box ONLY if this project will be using funds assigned by more than one agency. A completed Schedule A, with signatures and the amount of funds assigned by each participating agency, must be attached to this Budget Detail.

D. STAFFING CATEGORIES	E. # OF STAFF	F. FTE	G. MTRS*	H. AMOUNT	I. TOTAL
1. ADMINISTRATORS:					
Supervisor/Director (MTRS)			<input type="checkbox"/>		
Project Coordinator (MTRS)			<input type="checkbox"/>		
Supervisor/Director			<input type="checkbox"/>		
Project Coordinator			<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"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
SUB-TOTAL					
2. INSTRUCTIONAL/ PROFESSIONAL STAFF:				Do not use cents	
			<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"/>		
SUB-TOTAL					

B. APPLICANT AGENCY Org Name District Code: Org FY 2011

D. STAFFING CATEGORIES	E. # OF STAFF	F. FTE	G. MTRS*	H. AMOUNT	I. TOTAL
3. SUPPORT STAFF					
Aides/Paraprofessionals (MTRS)			<input type="checkbox"/>		
Aides/Paraprofessionals			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
Secretary/Bookkeeper (MTRS)			<input type="checkbox"/>		
Secretary/Bookkeeper			<input type="checkbox"/>		
			<input type="checkbox"/>		
Other			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
Stipends (MTRS)			<input type="checkbox"/>		
Stipends			<input type="checkbox"/>		
SUB-TOTAL					

* Check the MTRS box if the identified employee(s) is/are a member of the MA Teachers' Retirement System. This requirement only applies to federally-funded grant programs.

4. FRINGE BENEFITS:	AMOUNT	LINE ITEM SUB-TOTAL
4-a MA TEACHERS' RETIREMENT SYSTEM (Federally-funded grants only)		
4-b OTHER FRINGE BENEFITS (Other retirement systems, health insurance, FICA)		
SUB-TOTAL		

5. CONTRACTUAL SERVICES: Indicate the services to be provided and the rate to be paid per hour or per day, whichever is applicable.	Rate(\$)	Hour/Day	H. AMOUNT	I. LINE ITEM SUB-TOTAL
CONSULTANTS -				
SPECIALISTS -				
INSTRUCTORS -				
SPEAKERS -				
SUBSTITUTES -				
Supplemental Educational Services (SES) - Contracted Service Provider				
Neglected or Delinquent Children - Contracted Service Provider (if applicable)				
OTHER -				
SUB-TOTAL				

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
STANDARD APPLICATION FOR PROGRAM GRANTS**

**FORM AM 1
(AMENDMENT REQUEST FORM)**

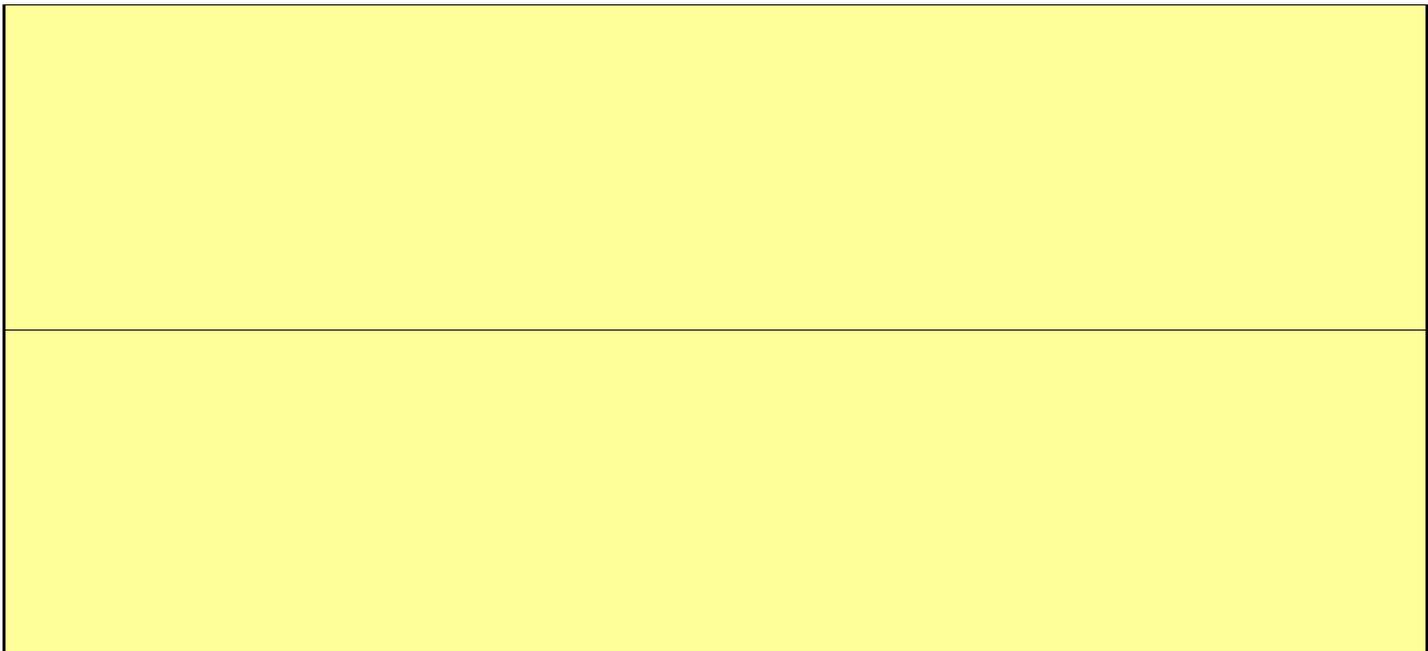
PART 1:

- A. Fill in the highlighted sections of Parts I and II only (Part III will be calculated automatically) and submit the request at least 30 days prior to the proposed change and no later than 30 days prior to the termination date of the project.
- B. Email the entire workbook to: schoolimprovementgrants@doe.mass.edu
- C. Also, mail two copies of this signed Amendment form to:
CONTACT NAME, CONTACT OFFICE
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street Malden, MA 02148-4906
- D. Amendment requests must be approved in writing by an authorized representative of the Department of Elementary and Secondary Education prior to implementation.

E. Grant Recipient: (Legal Name of Agency)	Org Name Org	FY11
F. Address: (Street, City/Town/Zip Code)	Address 1 Town	Address 2 Zip
G. Project Number:		
H. Name of grant program/ Source of funds	School Redesign Implementation Grant	
I. Name of person Completing this report: (Print or Type)	Name:	
	Title:	
	Phone Number:	

PART II

Justification: Provide a detailed explanation and justification of why the proposed amendment should be implemented. Describe how this change will affect the original program plan. Describe any changes to school allocation amounts and/or reservations (set-asides). Attach additional sheets if the space provided is insufficient. Update narrative details on Activity worksheets, as necessary. Precede any updated text with "[Date] Amendment". **(Note: the "Enter" key works only when "Alt" + "Enter" are pressed together)**



PART III: (This section will be automated and data SHOULD NOT be entered by school district personnel)

- A. Column A will be filled in by the Department of Elementary & Secondary Education
- B. Column B will be filled in by the Dept of Elementary & Secondary Education as each amendment is approved.
- C. Column C will fill in automatically as line item changes are made to the budget sheet.
- D. Column D will fill in automatically according to changes in Column C.

		Column A	Column B	Column C	Column D
LINE ITEM		BUDGET APPROVED ORIGINALLY	APPROVED AMENDED BUDGET (If applicable)	AMENDMENT REQUEST	REVISED BUDGET
1. Administrators					
2. Instructional/Direct Service Staff					
3. Support Staff					
4. Fringe Benefits	MTRS				
	Other				
5. Contractual Services					
6. Supplies					
7. Travel					
8. Other					
9. Indirect Costs					
10. Equipment					
11. Total					

I CERTIFY THAT THE INFORMATION CONTAINED IN THIS AMENDMENT REQUEST IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS AMENDMENT REQUEST THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.

I CERTIFY FURTHER THAT IF THE DISTRICT INTENDS TO SPEND LESS THAN THE AMOUNT NEEDED TO MEET ITS 20 PERCENT OBLIGATION ON CHOICE-RELATED TRANSPORTATION AND SUPPLEMENTAL EDUCATIONAL SERVICES (SES) IN A GIVEN SCHOOL YEAR, THE DISTRICT MEETS ALL OF THE FOLLOWING CRITERIA: (1) THE DISTRICT HAS PARTNERED, TO THE EXTENT PRACTICABLE, WITH OUTSIDE GROUPS TO HELP INFORM ELIGIBLE STUDENTS AND THEIR FAMILIES OF THE OPPORTUNITIES TO TRANSFER OR TO RECEIVE SES; (2) THE DISTRICT HAS ENSURED THAT ELIGIBLE STUDENTS AND THEIR PARENTS HAD A GENUINE OPPORTUNITY TO SIGN UP TO TRANSFER OR TO OBTAIN SES, AND WERE PROVIDED AT LEAST TWO SES ENROLLMENT PERIODS; (3) THE DISTRICT HAS ENSURED THAT ELIGIBLE SES PROVIDERS WERE GIVEN ACCESS TO SCHOOL FACILITIES USING A FAIR, OPEN, AND OBJECTIVE PROCESS, ON THE SAME BASIS AND TERMS AS ARE AVAILABLE TO OTHER GROUPS THAT SEEK ACCESS TO SCHOOL FACILITIES; AND (4) THE DISTRICT MAINTAINS RECORDS THAT IT HAS MET THESE CRITERIA.

1. Signature of Authorized Representative:	X
2. Typed or Printed Name:	
3. Title:	
4. Date Report Submitted:	

PART IV (To be completed by the Department of Elementary & Secondary Education) ACTION TAKEN

A. APPROVED		EFFECTIVE DATE OF APPROVAL:	
B. DISAPPROVED		REASON FOR DISAPPROVAL:	
1. Signature of Authorized ESE Representative:	X		
2. Typed or Printed Name:			
3. Title:			
4. Date:			

Indirect Cost Calculation Worksheet

The following worksheet will automatically calculate the amount of funds that can be used by a school district for indirect costs.

You will need to insert your school district's approved allowable rate and total funds requested in the yellow boxes.

You will need to input the rate in either percentage (A) or decimal form (B). The "amount that can be used for indirect" is the **maximum** amount that your school districts can put in for indirect costs in line item 9. This worksheet assumes no capital expenditures. See other important notes below.

Indirect Cost Calculation (A) <i>Note: if percentage format used</i>		Input Your Grant Information Below
	Example	
Total Funds Requested	\$100,000	
Indirect Cost Percentage: If percentage used (2.18%)	2.18%	
Total Funds/(1+Percentage)	\$97,867	\$0
Maximum Amount that can be used for Indirect:	\$2,133	\$0

Indirect Cost Calculation (B) <i>Note: if decimal format used</i>		Input Your Grant Information Below
	Example	
Total Funds Requested	\$100,000	
Indirect Cost Percentage: If decimals used (.0218)	0.0218	
Total Funds/(1+Percentage)	\$97,867	\$0
Maximum Amount that can be used for Indirect:	\$2,133	\$0

[Back to Budget Page](#)

Important Notes regarding Indirect Costs:

For all school districts in Massachusetts, costs must be consistent with the rate established by the Department's Office of School Finance. For other than school systems, applicant agencies must comply with provisions of CFR 34 S.76.561. (Please note that indirect costs are not allowable under certain grant programs. If you have any questions regarding this issue, contact the appropriate representative of the Department.)

Districts are allowed to take less than the maximum, but not more than the maximum allowable for indirect costs.

In calculating the indirect cost allowable for a particular grant, note that indirect costs cannot be charged on either capital expenditures or on indirect costs themselves. To arrive at the allowable amount one cannot simply multiply a total entitlement by the indirect rate.

The decision to recover indirect costs using these established rates is a local option. The rates are developed for school districts as the maximum allowable rate for a given fiscal year.

If indirect costs are recovered, they shall be returned to the general fund of the city or town in accordance with G.L. Chapter 44, Section 53. In the case of regional schools, indirect costs shall be returned to the regional school general fund.

Massachusetts School Turnaround Grant – Scoring Rubric – Draft for Review Updated 05/24/10

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 key actions, strategies and leverage points for each of the essential conditions of school effectiveness, (3) a candid explanation of barriers and how they will be addressed, and (4) specific benchmarks and strategies 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 Turnaround Grant – Scoring Rubric – Draft for Review Updated 05/24/10

Capacity and Commitment					
Scoring Criteria: 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.					
		Strong - 4	Adequate - 3	Marginal - 2	Weak - 1
Executive Summary	1	The district’s overall approach to school redesign is clearly articulated, based on research and experience, demonstrates a full understanding of the complexity of district redesign efforts.	The district’s overall approach to school redesign is generally described, based on research and experience, and demonstrates a general understanding of the complexity of district redesign efforts.	The district’s overall approach to school redesign is unclear, not based on research, or not grounded in an understanding of the complexity of district redesign efforts.	The plan contain a vague description of the district’s overall approach to school redesign, but no understanding of the complexity of district redesign efforts.
District-Level Redesign	2	The plan provides a detailed description of the district-level redesign team (including a clear explanation of why specific members were chosen and why they are qualified) and the overall structure of the district’s redesign planning and decision-making process.	The plan provides a general description of the district-level redesign team (including some explanation of why specific members were chosen and why they are qualified) and the overall structure of the district’s redesign planning and decision-making process.	The plan provides a general description of the district-level redesign team (but little explanation of why members were chose and why they are qualified) and some discussion of the overall structure of the district’s redesign planning and decision-making process.	The plan provides little information about the district-level redesign team or planning process.
	3	The plan describes how the district has or will thoroughly recruit, screen, and select (a) turnaround leaders and teacher and (b) (as appropriate) external providers. As appropriate, the plan describes systems/structures for 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 teacher and (b) (as appropriate) external providers. 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 external providers and turnaround leaders, but does not provide detail as to how providers or leaders will be recruited and selected. 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 and turnaround leaders and teachers. There is no evidence that providers or leaders have been or will be researched or screened.
	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"> • student assignment; • teacher selection, assignment, and compensation; • principal/teacher evaluation; • increased learning time¹ and • school-level operational flexibilities (budget and staffing). 	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 provides a limited or incomplete description of current district policies and limited information on which policies need to be modified to support turnaround efforts.	The plan does discuss supportive or interfering policies or mentions some policies but does not provide strategies for modifying policies as needed.

¹ 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 Turnaround Grant – Scoring Rubric – Draft for Review Updated 05/24/10

Capacity and Commitment					
Scoring Criteria: 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.					
		Strong - 4	Adequate - 3	Marginal - 2	Weak - 1
District-Level Redesign	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, increased learning time, and school-level operational flexibilities (budget and staffing).	The plan provides 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 if 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.
	7	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 describe how it will evaluate effectiveness.
School-Level Redesign	8	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. 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. 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 no 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.
	9	The plan provides a detailed description of each school-level redesign team, including an 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 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 Turnaround Grant – Scoring Rubric – Draft for Review Updated 05/24/10

Capacity and Commitment					
Scoring Criteria: 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.					
		Strong - 4	Adequate - 3	Marginal - 2	Weak - 1
School-Level Redesign	10	As appropriate, the plan provides a clear and compelling explanation of how the school's current internal capacity (leadership, knowledge, skills, and resources) aligns with the required and permissible activities of the selected intervention model.	The plan provides a general description of the school's current internal capacity and provides some explanation of how extant capacity aligns with the required and permissible activities of the selected intervention model.	The plan provides a general description of the school's current internal capacity but does not explain how extant capacity aligns with the required and permissible activities of the selected intervention model.	The plan provides an incomplete description of the school's internal capacity and does not connect extant capacity with the required and permissible activities of the selected intervention model.
	11	The 3-year financial plan (School-Level Redesign, Essential Condition 7) for the school exhibits a strategic use and alignment of resources; specifically identifies sources and amounts (either new or repurposed) of funds that will complement SIG grant funds to support timely implementation of the intervention; and provides a thorough analysis of how critical intervention reforms will be sustained after SIG funds expire.	The 3-year financial plan (School-Level Redesign, Essential Condition 7) for the school generally describes how the district will realign and repurpose other sources of funding that will complement SIG grant funds to support timely implementation of the intervention and a general description of how critical intervention reforms will be sustained after SIG funds expire.	The 3-year financial plan (School-Level Redesign, Essential Condition 7) for the school does not provide specific detail about how the district will use other resources or funds to complement SIG grant funds to support timely implementation of the intervention or a description of how critical intervention reforms will be sustained after SIG funds expire.	The 3-year financial plan (School-Level Redesign, Essential Condition 7) for the school does not provide specific detail about how the district will use other resources or funds to complement SIG grant funds to support timely implementation of the intervention or a description of how critical intervention reforms will be sustained after SIG funds expire.
Implementation Timeline and Benchmarks	12	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. 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. 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 Turnaround Grant – Scoring Rubric – Draft for Review Updated 05/24/10

Capacity and Commitment					
Scoring Criteria: 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.					
Measurable Annual Goals	13	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.	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 models. All goals are measurable.	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 models. Some goals are not clearly measurable.	The plan describes annual goals for student achievement on the MCAS in both ELA and mathematics or the goals are not measurable.
Budget	14	The SIG budget and budget narrative for district activities and for each identified school is of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years (and is at least \$50,000 but no more than \$2 million per year per school).	The SIG budget request for district activities and for each identified school is of sufficient size and scope to support the full implementation of almost all of the selected interventions over a period of three years.	The SIG budget request for district activities and for each identified school is of sufficient size and scope to support the full implementation of almost all of the selected interventions over a period of three years.	The SIG 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.
	15	The budget narrative clearly justifies how all proposed SIG expenditures are reasonable, necessary, and allowable to support the implementation of the intervention model (e.g., principal and teacher incentives, extended learning and/or collaboration time, use of external partners).	The budget narrative clearly justifies how proposed SIG expenditures are reasonable, necessary, and allowable to support the implementation of the intervention model, though a few may require clarification.	The budget narrative provides an overall justification for proposed SIG expenditures. A few aspects of the proposed budget may not be reasonable, necessary, or allowable and they require clarification.	The budget narrative provides little or no justification for proposed SIG expenditures or many aspects of the proposed budget are not reasonable, necessary, or allowable.

Massachusetts School Turnaround Grant – Scoring Rubric – Draft for Review Updated 05/24/10

Data Analysis for Selection of Supports and Intervention Model					
Scoring Criteria: 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.					
		Strong - 4	Adequate - 3	Marginal - 2	Weak - 1
District-Level Redesign	16	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.
	17	The plan describes how the district used a self-assessment process aligned with the Essential Conditions of School Effectiveness to assess and prioritize areas of need. The plan describes clear linkages between district strategies and data, including local and community-based data sources.	The district used a self-assessment or a comprehensive needs assessment. The plan describes how district strategies link to the identified needs, although some linkages are unclear or not based on data.	The district’s data analysis and needs assessment process does not include multiple data sources, or is based solely on one or two types of data. It is unclear how district strategies will address the areas of need identified in the data analysis.	The district’s data analysis is incomplete and is insufficient to accurately identify and prioritize school-level needs.
School-Level Redesign	18	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 and high priority issues, and determined specific priorities for redesign options for each 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). High priority issues 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 issues are identified, but not directly linked to the needs assessment.	The plan lacks evidence that the district or school completed a comprehensive needs assessment. There is little justification for the selection of the intervention model.
	19	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.
	20	The data analysis described in the plan includes information from the Essential Condition self-assessment tool or provides detailed information for each of the Essential Conditions of School Effectiveness, allowing for prioritization of key conditions to be addressed.	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 Essential Conditions.	The data analysis provides an overall assessment of need, but addresses only a few, or none, of the Essential Conditions. 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 Turnaround Grant – Scoring Rubric – Draft for Review Updated 05/24/10

Data Analysis for Selection of Supports and Intervention Model					
Scoring Criteria: 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.					
		Strong - 4	Adequate - 3	Marginal - 2	Weak - 1
Implement- ation Timeline and Benchmarks	21	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.
Measurable Annual Goals	22	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.
Budget	23	All expenditures contained in the SIG budget are specifically and clearly aligned to the needs identified by the district’s baseline data analysis for the school and the selected intervention model.	Most expenditures contained in the SIG budget are generally aligned with the needs identified by the district’s baseline data analysis for the school and the selected intervention model.	Some expenditures contained in the SIG budget are generally aligned with the needs identified by the district’s baseline data analysis for the school and the selected intervention model, but others are not clearly related or aligned.	Many expenditures contained in the SIG budget have little or no connection to the needs identified by the district’s baseline data analysis for the school and the selected intervention model.

Massachusetts School Turnaround Grant – Scoring Rubric – Draft for Review Updated 05/24/10

Strategic and Actionable Approach					
Scoring Criteria: 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 Tier I and Tier II schools. A strategic and actionable plan includes, but is not limited to: (1) a theory of action or logic model, (2) prioritization of key actions, strategies and leverage points for each of the essential conditions of school effectiveness, (3) a candid explanation of barriers and how they will be addressed, and (4) specific benchmarks and strategies for monitoring progress towards meeting benchmarks.					
		Strong - 4	Adequate - 3	Marginal - 2	Weak - 1
District-Level Redesign	24	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, including the attainment of the Essential Conditions of School Effectiveness.	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 and attainment of the Essential Conditions.	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.
	School-Level Redesign	25	The plan prioritizes key actions and strategies to be taken within and across each Essential Condition. The plan exhibits a well-thought out and strategic approach to addressing the Essential Conditions, including how the required and permissible actions for each intervention model will be implemented.	The plan prioritizes some key actions and strategies within each Essential Condition. There is a general discussion of how the school plans to address the Essential Conditions and implement required and permissible actions.	The plan describes how the school will address each Essential Condition, but actions and strategies are not prioritized. It is unclear why certain strategies are being pursued in a particular order or how strategies will lead to improvement.
26		The plan provides a detailed description of how each school will collect data and monitor progress towards meeting stated implementation benchmarks and how information and data will be used to modify strategies and approaches, as needed.	The plan generally describes how each school will monitor progress towards meeting benchmarks, but it is unclear 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.

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Strategic and Actionable Approach					
Scoring Criteria: 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 Tier I and Tier II schools. A strategic and actionable plan includes, but is not limited to: (1) a theory of action or logic model, (2) prioritization of key actions, strategies and leverage points for each of the essential conditions of school effectiveness, (3) a candid explanation of barriers and how they will be addressed, and (4) specific benchmarks and strategies for monitoring progress towards meeting benchmarks.					
		Strong - 4	Adequate - 3	Marginal - 2	Weak - 1
Implement- ation Timeline and Benchmarks	27	The plan provides clear actions and benchmarks within each Essential Condition and for each of area of need identified in the plan. 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.	The plan provides clear actions and benchmarks within each Essential Condition, but it is not clear if actions and benchmarks address each area of need. The plan includes a general timeline of actions and benchmarks for year one and an outline for years two and three.	Actions and benchmarks for each Essential Condition are provided, but actions are not specific and benchmarks are not closely aligned with described actions. The timeline of actions is unclear and not logically sequenced.	The plan lacks actions and benchmarks for each Essential Condition and a timeline of actions for years one, two and three.
	28	The implementation timeline clearly displays (or describes) how actions and the attainment of listed benchmarks will lead to subsequent actions and benchmarks (e.g., in years two and three). The prioritized actions and strategies are clearly displayed or described in the Implementation Timeline and reflected in the listed benchmarks.	The implementation timeline provides a general display or description of how actions and benchmarks build upon each other over the course of the three-year plan, including prioritized actions and benchmarks.	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.	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.
	29	Benchmarks are linked or cross-referenced to applicable Essential Conditions and to the required and permissible actions of the selected intervention model. Benchmarks are tangible, measurable, and time-sensitive (e.g., 3-month, 6-month, or 12-month; or by December 2010, by April 2011). Benchmarks are provided for all key changes and improvements. Examples include, but are not limited to: (1) shifts in policies, processes, structures and schedules (especially as they related to staff evaluation, increased learning time, and school-level operational flexibility); (2) the implementation of new strategies; (3) increased involvement of stakeholder groups, and (4) shifts in administrator and teacher behavior (e.g., interactions, ways of working together).	Most of the listed benchmarks are linked to applicable Essential Conditions or required and permissible actions of the selected intervention model. Most of the listed benchmarks are tangible, measurable and time-sensitive, although some benchmarks may not be clearly linked to actions. The plan provides benchmarks for nearly all of the key changes and improvements described in the plan.	It is unclear how some of the listed benchmarks relate to the Essential Conditions or the required and permissible actions of the selected intervention model. Some of the benchmarks are not linked to stated actions and are not tangible, measurable, or time-sensitive. The benchmarks for key changes and improvements are insufficient or unclear.	Benchmarks are not provided or most of the listed benchmarks do not align with stated actions or the Essential Conditions. Nearly all of the listed benchmarks are not tangible, measurable, or time-sensitive.
Budget	30	All expenditures contained in the SIG 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 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.	The proposed expenditures in the SIG budget are mostly aligned to the proposed intervention(s) and will support the implementation timeline and benchmarks outlined in the Redesign Plan. Detail is provided for Year 1 and a reasonable overview is provided for Year 2 and 3 costs.	Proposed expenditures in the SIG 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 SIG funds or other from other resources.	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.

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**Massachusetts Redesign Plan
Interview Scoring Rubric**

Participants and Process

All districts and component schools that receive an initial score of 82 or above will be invited to a 1-2 hour interview on July 14 or 15, 2010.

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 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.

District and School Interview Scoring Rubric – Capacity and Commitment				
<u>Scoring Criteria:</u> Evidence that district and school 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 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.				
	Strong - 4	Adequate - 3	Marginal - 2	Weak - 1
Knowledge of Redesign Plan and Key District and School Issues	District and school 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, 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 approach to redesign and an urgency to change and improve.	District and school representatives describe the central issues and needs facing the district and identified schools 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.	District and school representatives general 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 and 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.
Ability to Address Questions	District and school representatives fully address questions regarding proposed redesign efforts, specifically in those areas rated below adequate in the review of the Redesign Plan.	District and 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.	District and 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.	District and school representatives address none, or only a few of the questions in those areas rated below adequate in the review of the Redesign Plan.

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Draft Scoring Sheet

School Name:

Individual Reviewer:

Team Members:

	Capacity and Commitment	Data Analysis for Selection of Supports and Intervention Model	Strategic and Actionable Approach	Total	Comments
Executive Summary	4	NA	NA	4	
District-Level Redesign	24	8	4	36	
School-Level Redesign	16	12	8	36	
Implementation Timeline and Benchmarks	4	4	12	20	
Measurable Annual Goals	4	4	NA	8	
Budget	8	4	4	16	
Federal Intervention Model Requirements Met	NA	NA	NA	Yes/No	
Assurances and Waivers	NA	NA	NA	Yes/No	
Dimension Totals	60	32	28	120	
Comments					

Interview	8	NA	NA	8	
Total					