
Massachusetts Monitoring Site Visits Secondary Schools Turnaround Practices and Indicators Continuum

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This document identifies a set of indicators within Massachusetts' four key turnaround practices, which are based on research on Massachusetts schools that have experienced rapid improvements in student outcomes.¹ The four key turnaround practices are:

1. Leadership, shared responsibility, and professional collaboration
2. Intentional practices for improving instruction
3. Student-specific supports and instruction to all students
4. School climate and culture

The indicators within these turnaround practices are described in a continuum of implementation, and data from the school monitoring site visits (interviews, focus groups, document review, and classroom observations) will inform the status of implementation for each of these turnaround practices.

¹ See: Lane, B., Unger, C., & Souvanna, P. (2014). *Turnaround practices in action: A three-year analysis of school and district practices, systems, policies and use of resources contributing to successful turnaround efforts in Massachusetts Level 4 schools*. Malden, MA: Massachusetts Department of Elementary and Secondary Education. Retrieved from <http://www.doe.mass.edu/apa/sss/turnaround/2014PracticesReport.pdf>

Introduction

Table 1 lists the four key turnaround practices. The four turnaround practices are based on research on Massachusetts schools that have experienced rapid improvements in student outcomes.²

Table 1. Key Turnaround Practices

| Key Turnaround Practice |
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| 1. Leadership, shared responsibility, and professional collaboration |
| 2. Intentional practices for improving instruction |
| 3. Student-specific supports and instruction to all students |
| 4. School climate and culture |

These turnaround practices and related indicators are used to monitor the progress of schools implementing key turnaround practices. Each indicator is described on a four-point continuum of implementation (no evidence, developing, providing, or sustaining).³ The sustaining point on each indicator continuum aligns with the findings from research on Massachusetts Level 4 schools that have experienced rapid improvement in student outcomes. Massachusetts schools that achieved dramatic academic and nonacademic improvements during their first three years of turnaround have actively used the authorities afforded to them through Level 4 accountability status, used funding that was directly aligned to their needs, provided targeted instruction to students, and embedded district systems of support and monitoring to maximize the impacts of these fundamental conditions. With those conditions in place, the schools focused their work on each of the turnaround practices.

Background. Each indicator and the points in each indicator’s implementation continuum have been reviewed to ensure alignment and connection with Massachusetts Department of Elementary and Secondary Education initiatives and supports. Specifically, the indicators and continuum points were cross-walked with the Educator Evaluation Rubrics, the Massachusetts Tiered Systems of Support Rubric, the Wraparound Zone Initiative Implementation Rubric, the Learning Walkthrough guidance, the Conditions for School Effectiveness, The Partnership Project Universal Design for Learning, Academic Tiered Systems of Support, and Behavioral Systems of Support rubrics. Each of these resources supports in-depth implementation of each of these strategies. The turnaround practice indicators purposely do not go into the same depth that a school may need to operationalize one or more of these strategies but, rather, are designed to obtain information about the school’s progress in implementing research-based strategies identified in Level 4 schools that have realized rapid improvements in student outcomes.

² See: Lane, B., Unger, C., & Souvanna, P. (2014). *Turnaround practices in action: A three-year analysis of school and district practices, systems, policies and use of resources contributing to successful turnaround efforts in Massachusetts Level 4 schools*. Malden, MA: Massachusetts Department of Elementary and Secondary Education. Retrieved from <http://www.doe.mass.edu/apa/sss/turnaround/2014PracticesReport.pdf>

³ The indicators draw from *Implementation Continuum for School Turnaround and Transformation* from American Institutes for Research, which serves as a self-guided implementation monitoring tool for schools. See: Barbour, C., Karageorge, T., Bates, R., Meyer, C., Burdette, J., Newell, K., et al. (2014). *Implementation continuum for school turnaround and transformation*. Washington, DC: American Institutes for Research.

Definitions for Indicator Implementation Continuum

The indicator implementation levels provide an overview of the process of developing, providing, and ultimately sustaining specific practices within each of the turnaround practice areas. Each of the indicators has a unique four-point implementation continuum, specific to the indicator, which generally corresponds to the generic implementation levels described in Table 2.

Table 2. Indicator Implementation Continuum

| Limited Evidence | Developing | Providing | Sustaining |
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| Necessary organizational practices, structures, and/or processes are nonexistent, evidence is limited, or practices are so infrequent that their impact is negligible. (For example, common planning time is not scheduled, or instructional leaders are unaware of research and promising practices.) | Organizational practices, structures, and/or processes exist on paper or are being tried but are not yet fully developed or implemented consistently. (For example, the practice may only be implemented by some teachers or with a target group of students or may intermittently be used but is not part of a consistent approach. Processes are inconsistent or operate in silos. For example, data might be collected, but only a few people are looking at or effectively using the information.) | Systems are functional, and their structures and processes have been implemented consistently throughout the school; however, either communication between systems may be lacking or systems do not contribute to systemic decision making. (For example, an assessment system is in place and data are tracked, but results are not used in collaboration with other systems, such as teacher effectiveness or instructional guidance.) | The organizational practices, structures, and processes are functioning effectively, and timely feedback systems are embedded to identify potential problems and challenges. Feedback systems include progress checks to inform timely course corrections. The practice is embedded into the school culture. |

Turnaround Practice Area Implementation Continuum and Coherent Implementation

Each of the indicators is in support of the overall turnaround practice area. Evidence from the monitoring site visit will inform decisions about the implementation level of a school within each of these indicators. Then, these indicators will be examined within each turnaround practice as a whole, and a holistic implementation designation for each turnaround practice will be provided. The turnaround practice area ratings are *holistic* ratings of the extent to which the indicators within that turnaround practice area are coherently implemented. The turnaround practice area ratings are not a *sum* or *average* of the indicator ratings within that turnaround practice area.

The continuum for this overall designation is similar to the indicator continuum described previously but has an additional level: coherent implementation. When a school is performing at the *sustaining* level across the indicators within a turnaround practice area, and these indicators are working together to support one another, the school will be designated at the *coherent implementation* level for the turnaround practice. A school may be implementing all indicators within a turnaround practice area at the *sustaining* level without yet demonstrating *coherent implementation* of those indicators, where all indicators are working together to support one another in a way that is meaningful for staff and students.

Table 3. Turnaround Practice Area Implementation Continuum

| Limited Evidence | Developing | Providing | Sustaining | Coherent Implementation |
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| Indicators for this turnaround practice area show limited or no evidence of implementation of the organizational practices, structures, and/or processes. | Indicators for this turnaround practice area demonstrate that all or most of the organizational practices, structures, and/or processes related to this area exist on paper or are being tried but are not yet fully developed or implemented. | Indicators for this turnaround practice area demonstrate that related systems are functional, and their structures and processes are implemented consistently throughout the school; however, either communication or systemic decision making is limited. | Indicators for this turnaround practice area demonstrate that the organizational practices, structures, and processes are functioning effectively, and timely feedback systems are embedded to identify potential problems and challenges. | The organizational practices across all indicators within a turnaround practice area are at the sustaining level and are working together to support one another in a way that is meaningful for staff and students. |

Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration

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

| Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration | | | | | |
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| | Indicators | Limited Evidence | Developing | Providing | Sustaining |
| 1.1 | Use of Autonomy | School leaders have little to no autonomy (e.g., budgeting, staffing, school schedule) to make decisions about key elements of the school, such as staffing, length of the school day. | School leaders have some autonomy to make decisions about key elements of the school (e.g., budgeting, staffing, school schedule) but have not yet used this autonomy or are uncertain how best to use it. | School leaders have the autonomy (e.g., budgeting, staffing, school schedule) to make decisions about key elements of the school day and have begun to use this autonomy to make changes in the school. | School leaders use their autonomy (e.g., budgeting, staffing, school schedule) and authority to focus work on implementing their turnaround/improvement plan or other improvement efforts to improve the quality of teaching and learning at the school. |
| 1.2 | High Expectations and Positive Regard | There is little to no evidence that the school makes high expectations and positive regard between leadership, staff, and students a priority. | School leaders understand the importance of high expectations and positive regard between leadership, staff, and students but do not implement specific strategies or activities to ensure that these elements are in place. School leaders understand the importance of providing equitable opportunity for traditionally underserved students (high poverty, English learners, students with disabilities, historically marginalized racial/ethnic groups, etc.) to broad and challenging curriculum and enrichment opportunities, though access may be limited. | School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in place. There are schoolwide structures and processes in place to provide equitable access and opportunity for traditionally underserved students (high poverty, English learners, students with disabilities, historically marginalized racial/ethnic groups, etc.) to broad and challenging curriculum and enrichment opportunities. | School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in place. There are schoolwide structures and processes in place to provide equitable access and opportunity for traditionally underserved students (high poverty, English learners, students with disabilities, historically marginalized racial/ethnic groups, etc.) to broad and challenging curriculum and enrichment opportunities. A majority of staff believe leadership, staff, and students have high expectations and demonstrate positive regard. |

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| 1.3 | Vision/ Theory of Action and Buy-In | School leaders have a loosely defined theory of action or vision along with established goals and interim benchmarks to guide dramatic school improvement, but the goals and benchmarks are not used to inform the school’s work. There is little to no sense of urgency or collective responsibility for realizing school improvement. | School leaders have a defined theory of action or vision along with established goals, and interim benchmarks have been communicated to some staff. A common sense of urgency and shared ownership for the success of all students exists among some staff and leaders, but not all staff members share this responsibility. The school does not engage students to inform or reflect on the impact of these efforts. | School leaders have a defined and communicated theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts, and these goals and benchmarks are understood and implemented consistently by most staff. A common sense of urgency and purpose for improvement is evident among a majority of staff members, but ownership and responsibility for success of all students may still be centralized at the principal or leadership team level. The school may have some informal strategies, but does not have formal mechanisms for students to inform or reflect on the impact of these efforts. | School leaders and most staff members understand the theory of action or vision driving the priorities related to improvement efforts, are familiar with the goals and interim benchmarks used to consistently monitor progress (e.g., at least once a month), and identify and prioritize the next level of work. A common sense of urgency and ownership for the success of all students is shared among most staff, as demonstrated through staff discourse and actions. The school has formal mechanisms for students to inform and/or reflect on the impact of these efforts. |
| 1.4 | Monitoring Implementation and School Progress | School leaders rarely prioritize improvement initiatives for implementation nor are there processes or protocols in place for systemic implementation. | School leaders prioritize improvement initiatives for implementation; however, processes and protocols for systemic implementation are emerging or not well defined. | School leaders prioritize improvement initiatives; processes and protocols for systemic implementation are well defined. A majority of staff members are aware of the priorities, and some monitoring of these initiatives takes place. | School leaders are actively engaged in monitoring implementation of improvement efforts, use this information to prioritize initiatives and strategies, communicate progress and challenges, seek input from stakeholders, and continuously and systematically monitor progress. |
| 1.5 | Trusting Relationships | Relationships between teachers and instructional supports (e.g., coaches) are not guided by trust; teachers feel coaching and instructional support is judgmental, and evidence of | Some relationships between teachers and instructional supports (e.g., coaches) are guided by trust, and some teachers feel instructional support is nonjudgmental, but this is inconsistent throughout | Most relationships between teachers and instructional supports (e.g., coaches) are guided by trust, and most teachers feel that instructional support is nonjudgmental. There is evidence that most staff at | Most staff members share a relational, trust-focused culture with each other and their instructional supports (e.g., coaches) that is solution oriented and focused on improvement as exemplified by frequent |

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| | | collaboration among staff is limited. | the school. Some groups of teachers may collaborate with colleagues to share strategies, such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions. However, this is not consistent among all staff. | least occasionally use collegial relationships to share strategies in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions. | collaboration in developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions. Educators regularly share their strengths and struggles, in the spirit of helping each other continually improve their practice. |
| 1.6 | Use of Time for Professional Development and Collaboration | The schedule includes little or no time for professional development or collaboration between teachers. | The schedule does not include adequate time for professional development opportunities, collaboration time for teachers is limited, and/or the available time is not used effectively to improve teaching and learning. | The schedule includes adequate time for professional development opportunities and collaboration for most teachers. Use of time is generally used well to improve teaching and learning. | The schedule includes adequate time for professional development opportunities and collaboration for most teachers. This time is often used well to improve teaching and learning. In addition, there is a process in place for evaluating the schedule based on collected data to maximize opportunities for teacher professional development and ensure it helps all educators continually improve their practice (e.g., targeted coaching, peer observations) and collaboration time. |
| 1.7 | Communication With Staff | Structures and opportunities for fostering staff input into school decisions and initiatives are informal, are not well defined, or do not exist. | Formal structures and opportunities for fostering staff input into school decisions and initiatives are defined but may not be used to effectively build relationships and two-way communication across staff and school teams. | Formal structures and opportunities for fostering staff input into school decisions and initiatives are in place and are used effectively to build relationships and two-way communication across staff and school teams. However, there are some barriers to communication between administrators and staff. | Formal structures and opportunities for fostering staff input into school decisions and initiatives are in place and are used effectively to build relationships and transparent, open two-way communication across staff and school and between administrators and staff. There are no significant barriers to communication. |

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| 1.8 | Sustainability | There is little to no evidence that school leadership prioritizes building staff capacity to sustain improvement efforts. | School leadership is aware of the importance of planning for sustainability. However, there is little to no evidence that improvement efforts will be sustained over time or under new leadership. | School leadership implements specific strategies (e.g., succession plan, distributed leadership, new funding streams) for ensuring improvement efforts will be sustained over time or under new leadership. | School leadership implements strategies (e.g., succession plan, distributed leadership, new funding streams) for ensuring improvement efforts will be sustained over time or under new leadership. Majority of staff believe and can describe specific strategies that will enable the school to continue to improve, even with changes in staff or school leadership. |
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Turnaround Practice 2. Intentional Practices for Improving Instruction

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

| Turnaround Practice 2. Intentional Practices for Improving Instruction | | | | | |
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| | Indicators | Limited Evidence | Developing | Providing | Sustaining |
| 2.1 ⁴ | Instructional Expectations | Expectations for teachers' classroom practices are not articulated by school leaders. | Expectations for teachers' classroom practices are communicated, but the expectations may not be specific, are not understood by most staff, and/or may not be actively monitored by school leaders. Instructional practices occasionally draw upon students' diverse backgrounds as a strategy to deepen learning. | Specific or precise expectations for teachers' classroom practices are consistently communicated, understood by most staff and faculty, and monitored throughout the school year. Instructional practices sometimes draw upon students' diverse backgrounds, identities, strengths, and challenges as a strategy to deepen learning. | Specific and precise expectations for high-quality instruction are communicated and understood by most staff, monitored by school leaders, and consistently implemented by most teachers. Instructional practices actively draw upon students' diverse backgrounds, identities, strengths, and challenges as a strategy to deepen learning and meaningfully engage students. |
| 2.2 | Instructional Schedule | Existing instructional schedules lack consistency or do not include uninterrupted blocks of schoolwide learning time for students. | Existing instructional schedules include uninterrupted blocks of schoolwide learning time. However, instructional support staff are not coordinated and aligned across grade levels and content areas to provide students with differentiated access to high-quality core instruction. | Existing instructional schedules include uninterrupted blocks of schoolwide learning time. Content instruction and instructional support staff are coordinated or systematically organized and aligned across grade levels and content areas. The schedule includes opportunities for all students to access career development and contextual learning opportunities (e.g., work-based learning or the pathway of their choice), postsecondary planning and | Instructional schedules are developed in collaboration with teachers, take students' specific needs into consideration, and ensure that instructional support staff are coordinated and aligned across grade levels and content areas to provide students with differentiated access to high-quality core instruction. The schedule includes intentional opportunities for all students to experience career development and contextual learning opportunities, postsecondary |

⁴ CLASS average scores in the Instructional Support and Student Engagement domains are also considered in determining the final rating for Indicator 2.1.

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| | | | | workplace readiness and enrichment opportunities, but there may be some barriers to participation. However, there is not an effective process in place for evaluating the schedule. | planning and workplace readiness and enrichment opportunities. There is an effective process in place for evaluating the schedule based on collected data related to the quality of instruction and student needs across grade levels and content areas. |
| 2.3 | Identifying and Addressing Individual Student Academic Needs | No formal data collection process is in place for identifying individual students' academic needs. Specific protocols for using data and identifying actions to address student academic needs are not used. | Formal strategies, processes and protocols (e.g., instructional leadership team, collaborative planning, professional learning communities, engaging in a cycle of inquiry) for using data and identifying actions to address individual students' academic needs are in place. However, the protocols may not be consistently used or followed. | Formal strategies, processes and protocols (e.g., instructional leadership team, collaborative planning, professional learning communities, engaging in a cycle of inquiry) for using data and identifying actions to address individual students' academic needs are in place and consistently used, but communication and follow-up among all staff about action steps is limited. | Formal teaming and collaboration strategies, processes and protocols (e.g., instructional leadership team, collaborative planning, professional learning communities, engaging in a cycle of inquiry), are consistently used to address individual students' academic needs by: (1) analyzing data for strengths and challenges, (2) identifying actions to address student learning needs, and (3) regularly communicating and following up on action steps among all staff and teams to build and sustain a professional culture of learning. |
| 2.4 | Classroom Observation Data Use | Instructional leaders rarely or never conduct class observations (e.g., learning walkthroughs). Evidence that specific and actionable feedback on the quality and effectiveness of instruction is being provided to individual teachers is limited or nonexistent. | Instructional leaders conduct occasional or routine classroom observations (e.g., learning walkthroughs), primarily as a function of the principal role and with little to no timely feedback focused on strengthening teachers' instructional practices. Observation and feedback may be focused only on a few grades or subject areas. | Instructional leaders conduct regular classroom observations (e.g., learning walkthroughs) to gauge the quality of instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction. However, this information or data do not inform instructional conversations or the provision of targeted and individualized supports (e.g., coaching) for teachers, as needed. | Instructional leaders conduct weekly or daily classroom observations (e.g., learning walkthroughs) focused on strengthening teachers' instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction to individual teachers and teacher teams. These data inform instructional conversations and the provision of targeted and individualized supports (e.g., coaching) for teachers, as needed. |

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| 2.5 | Student Assessment Data Use (for schoolwide decision making) | Building and teacher leaders use limited to no student assessment data to make decisions related to schoolwide practices to improve teaching and learning. | Building and teacher leaders consider only student results on state assessments when making decisions regarding schoolwide practices to improve teaching and learning. | Building and teacher leaders occasionally consider student results on benchmark and common assessments in addition to state assessments when making decisions regarding schoolwide practices to improve teaching and learning. | Building and teacher leaders consistently use student results on benchmark, common assessments, and state assessments to make decisions regarding schoolwide practices to improve teaching and learning. |
| 2.6 | Student Assessment Data Use (for classroom instruction) | There is little or emerging awareness of best practices for analyzing student performance data to inform instruction and assessing progress toward intended student outcomes, or the effect of these practices is negligible. | Some teachers are aware of the importance of using a variety of assessment data to inform instruction and for employing research-based instructional strategies to determine progress toward intended student outcomes. However, not all staff consistently use this practice. | Most teachers are aware of their roles and responsibilities for using a variety of assessment data to inform instruction and for employing research-based instructional strategies to determine progress toward intended student outcomes. However, there are some barriers to using data effectively to improve instruction. | Most teachers work individually and collaboratively to use a variety of assessment data (e.g., common assessment data, student work) to determine progress toward intended student and school outcomes, determine appropriate action steps, and monitor the results of those actions. |
| 2.7 ⁵ | Structures for Instructional Improvement | Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support the use of assessment data, research-based instructional strategies, and differentiation and to ensure rigor and relevance are limited, do not exist, or are having negligible impact. | Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support the use of assessment data, research-based instructional strategies, and differentiation to ensure rigor and relevance are in place but may be poorly defined, inefficient, or ineffective. | Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support the use of assessment data to guide and select research-based instructional strategies and differentiation are clearly defined but are not always used consistently throughout the school. Classroom structures allow for some student agency and leadership. | Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support data-driven instruction, the use of research-based instructional strategies, and differentiation are in place and consistently implemented, resulting in rigorous instruction, reflective of the shifts in cognitive demand for the Massachusetts Curriculum Frameworks, that meets the needs of each student. Classroom |

⁵ CLASS average scores for the Regard for Student Perspectives dimension and Instructional Support domain are also considered in determining the final rating for Indicator 2.7.

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| | | | | | structures allow for and encourage student agency and leadership. |
| 2.8 | Planning for Incoming Students | Staff do not systematically or regularly review data for incoming students prior to the start of the school year. | Staff access and review coursetaking/academic data for all incoming students prior to or at the start of the school year to identify needs and assign appropriate supports to students. Data may not be regularly reviewed for students entering mid-year. | There is a system for staff to access and review early warning indicator data, coursetaking, academic and attendance or behavior data for all incoming students prior to or at the beginning of the school year, and as students enter throughout the school year. There is evidence that these data are used to provide students with supports aligned to their needs. | There is a system for staff to access and review early warning indicator data, coursetaking, academic and attendance or behavior data for all incoming students prior to or at the beginning of the school year, and as students enter throughout the school year. There is evidence that these data are used to provide students with supports aligned to their needs. In addition, there are specific strategies to support students in the transition to the school (e.g., summer bridge program, freshmen academy, peer mentoring, 4-year graduation plans). |
| 2.9 | Systems for College and Career Advising | There is no system or structure for ensuring that all students receive information about career opportunities and postsecondary options. There are no opportunities for students to develop individualized postsecondary and career plans related to skills and interests and connected to college and career advising. | There is inconsistently offered college and career advising for all or some students. There is evidence that some students develop individualized plans that map academic plans, document personal/social growth, and engage in career development activities consistent with the student's unique, self-identified interests and needs, to pursue postsecondary and career goals. | There is some structured time throughout the school year for students to participate in college and career advising activities. With guidance from staff, most students develop individualized postsecondary and career plans that map academic plans, document personal/social growth, and engage in career development and postsecondary education planning activities consistent with the student's unique, self-identified interests and needs, to pursue postsecondary and career goals. Parents may be included in | A framework for college and career advising is in place for each school year for all students throughout their high school career. Students engage in educator-led lessons and activities to develop individualized postsecondary and career plans aligned with their individual goals and interests. Students map their academic plans, document their personal/social growth, and engage in career development activities consistent with the student's unique, self-identified interests, needs, and goals. Guidance and tools are used to capture student planning and |

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| | | | | postsecondary and career planning conversations. | artifacts of learning. Students have agency over their postsecondary and career plans and discuss options with school staff. Parents are included in postsecondary and career planning conversations. |
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Turnaround Practice 3. Student-Specific Supports and Instruction to All Students

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

| Turnaround Practice 3. Student-Specific Supports and Instruction to All Students | | | | | |
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| | Indicators | Limited Evidence | Developing | Providing | Sustaining |
| 3.1 | General Academic Interventions | Academic interventions are not in place or are available only to a very limited number of students. Academic interventions may be inconsistently offered and dependent on specific teachers. | Academic interventions are defined and planned but may not be consistently or systematically implemented or available to all students. These may be offered during after school time rather than as part of the school day. Barriers may include scheduling conflicts or other structural challenges. | Academic interventions are available to most students and are appropriate for their specific needs. These are implemented during regularly scheduled school time. Interventions support students in some academic areas but may not be available in all core content areas or may be limited to MCAS preparation or credit recovery. | Academic interventions are available to all students and are appropriate for their specific needs. These are implemented systematically during regularly scheduled school time and for all core content areas. Interventions support students in all grades and core content areas and go beyond MCAS preparation and credit recovery. |
| 3.2 | Teacher Training to Identify Student Needs (Academic and Personal-Social) | Staff members are provided with little to no training or support on how to identify and address student needs. | Some staff members are provided with training and support regarding how to identify and address at least one area of student need. However, training is not provided to all appropriate staff members or is not provided for all areas of student need (e.g., both academic and personal-social). | Most staff members are provided with training and support to ensure that they can identify both academic and personal-social student needs. However, staff do not receive training or support on how to respond appropriately to those cues, or staff fail to consistently respond to those cues despite training. | Most staff members are provided with training and support to ensure that they: (1) identify cues when students need additional assistance (both academic and personal-social) and (2) respond appropriately to those cues. |
| 3.3 | Systematic Determination of Student Interventions | The intervention system includes one or none of the following criteria: 1) Intervention assignments are reviewed at least every 6 weeks (using attendance, behavior, and | The intervention system includes two of the following criteria: 1) Intervention assignments are reviewed at least every 6 weeks (using attendance, behavior, and coursetaking/academic data | The intervention system includes three of the following criteria: 1) Intervention assignments are reviewed at least every 6 weeks (using attendance, behavior, and coursetaking/academic data | The intervention system includes all of the following criteria: 1) Intervention assignments are reviewed at least every 6 weeks (using attendance, behavior, and coursetaking/academic data |

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| | | and coursetaking/academic data); 2) intervention assignments are reviewed by a relevant team of school stakeholders; 3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports; 4) a schoolwide system exists for communicating intervention action plans to all relevant staff. | including assessments for progress monitoring); 2) intervention assignments are reviewed by a relevant team of school stakeholders; 3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports; 4) a schoolwide system exists for communicating intervention action plans to all relevant staff. | including assessments for progress monitoring); 2) intervention assignments are reviewed by a relevant team of school stakeholders; 3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports; 4) a schoolwide system exists for communicating intervention action plans to all relevant staff. | including assessments for progress monitoring); 2) intervention assignments are reviewed by a relevant team of school stakeholders; 3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports; 4) a schoolwide system exists for communicating intervention action plans to all relevant staff. |
| 3.4 | General Enrichment and Advanced Learning Opportunities | Enrichment and advanced learning opportunities (e.g., Advanced Placement, International Baccalaureate, honors, dual enrollment, and elective offerings such as arts, physical activities or foreign languages) are not available or meet fewer than two of the following criteria: 1) informed by student interest and choice; 2) expose students to new skills and interests; 3) offer sequential opportunities to build mastery; 4) culminate in performances, presentations, or other demonstrations of learning; 5) monitored at least twice throughout the year for quality and to ensure all students are proportionately represented in these opportunities. | Enrichment and advanced learning opportunities (e.g., Advanced Placement, International Baccalaureate, honors, dual enrollment, and elective offerings such as arts, physical activities or foreign languages) are available to all students within the school schedule. The opportunities meet at least two of the following criteria: 1) informed by student interest and choice; 2) expose students to new skills and interests; 3) offer sequential opportunities to build mastery; 4) culminate in performances, presentations, or other demonstrations of learning; 5) monitored at least twice throughout the year for quality and to ensure all students are proportionately represented in these opportunities. | Enrichment and advanced learning opportunities (e.g., Advanced Placement, International Baccalaureate, honors, dual enrollment, and elective offerings such as arts, physical activities or foreign languages) are available to all students within the school schedule. The opportunities meet at least three of the following criteria: 1) informed by student interest and choice; 2) expose students to new skills and interests; 3) offer sequential opportunities to build mastery; 4) culminate in performances, presentations, or other demonstrations of learning; 5) monitored at least twice throughout the year for quality and to ensure all students are proportionately represented in these opportunities. | Enrichment and advanced learning opportunities (e.g., Advanced Placement, International Baccalaureate, honors, dual enrollment, and elective offerings such as arts, physical activities or foreign languages) are available to all students within the school schedule. The opportunities meet all of the following criteria: 1) informed by student interest and choice; 2) expose students to new skills and interests; 3) offer sequential opportunities to build mastery; 4) culminate in performances, presentations, or other demonstrations of learning; 5) monitored at least twice throughout the year for quality and to ensure all students are proportionately represented in these opportunities. |
| 3.5 | Academic Supports for English Learners | Supports for English learners are not in place. Or, if interventions are provided, they | Supports for English learners are defined and planned but may not be consistently or systematically | Supports for English learners include bias-free learning experiences that are respectful of | Supports for all English learners include bias-free learning experiences that are respectful of |

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| | | are not based on research or promising practices. | implemented (due to staffing, scheduling, or other barriers) or designed to meet students' specific needs. | students' diverse backgrounds, identities, strengths, and challenges. The supports are defined, planned and regularly provided, and are designed to keep English learners on track for graduation. However, student participation is not always systematic, and supports are not always aligned for students' specific needs. | students' diverse backgrounds, identities, strengths, and challenges. The supports are defined, planned and systematically implemented, and are designed to keep English learners on track for graduation. |
| 3.6 | Academic Supports for Students With Disabilities | Supports for students with disabilities are not in place. Or, if interventions are provided, they are not based on research or promising practices. | Supports for students with disabilities are defined and planned but may not be consistently or systematically implemented (due to staffing, scheduling, or other barriers) or designed to meet students' specific needs. | Supports for students with disabilities include bias-free learning experiences that are respectful of students' diverse backgrounds, identities, strengths, and challenges. The supports are defined, planned, and regularly provided, and are designed to keep students with disabilities on track for graduation. However, student participation is not always systematic, and supports are not always aligned for students' specific needs. | Supports for all students with disabilities are appropriate for each student's specific needs and include bias-free learning experiences that are respectful of students' diverse backgrounds, identities, strengths, and challenges. The supports are defined, planned, and systematically implemented. They are also designed to keep students with disabilities on track for graduation and include assisting students with disabilities with creating well-developed transition plans and support. |

Turnaround Practice 4. School Climate and Culture

The school provides a safe, orderly, and respectful environment for students and a collegial, collaborative, and professional culture among teachers.

| Turnaround Practice 4. School Climate and Culture | | | | | |
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| | Indicators | Limited Evidence | Developing | Providing | Sustaining |
| 4.1 ⁶ | Safe and Supportive Learning Environments | <p>Leaders and staff rarely, if ever, promote conduct expectations by teaching social-emotional skills (i.e., self-awareness, self-management, social awareness, positive relationship building, and responsible decision making). While there are conduct expectations for students and adults, the school only meets one or none of the following criteria:</p> <p>1) Expectations for conduct are clearly understood by all staff and students; 2) School staff capacity to understand underlying causes of behaviors is prevalent; 3) Responses to conduct issues are applied consistently and equitably; 4) Responses to behavior issues are related to the root cause of the behavior; 5) Responses to behavior issues do not exclude students from academics/support; 6) School climate data are reviewed more</p> | <p>Leaders and staff teach and promote social-emotional skills (i.e., self-awareness, self-management, social awareness, positive relationship building, and responsible decision making). However, while there are conduct expectations for students and adults, the school only meets one or two of the following criteria:</p> <p>1) Expectations for conduct are clearly understood by all staff and students; 2) School staff capacity to understand underlying causes of behaviors is prevalent; 3) Responses to conduct issues are applied consistently and equitably; 4) Responses to behavior issues are related to the root cause of the behavior; 5) Responses to behavior issues do not exclude students from academics/support; 6) School climate data are reviewed more than one time per year and</p> | <p>School leaders and staff teach, promote, and reinforce social-emotional skills (i.e., self-awareness, self-management, social awareness, positive relationship building, and responsible decision making). However, while there are conduct expectations for students and adults, the school only meets three to five of the following criteria:</p> <p>1) Expectations for conduct are clearly understood by all staff and students; 2) School staff capacity to understand underlying causes of behaviors is prevalent; 3) Responses to conduct issues are applied consistently and equitably; 4) Responses to behavior issues are related to the root cause of the behavior; 5) Responses to behavior issues do not exclude students from academics/support; 6) School climate data are reviewed more</p> | <p>School leaders and staff model, teach, promote, and reinforce strong social-emotional skills (i.e., self-awareness, self-management, social awareness, positive relationship building, and responsible decision making). The school meets all six of the following criteria:</p> <p>1) Expectations for conduct are clearly understood by all staff and students; 2) School staff capacity to understand underlying causes of behaviors is prevalent; 3) Responses to conduct issues are applied consistently and equitably; 4) Responses to behavior issues are related to the root cause of the behavior; 5) Responses to behavior issues do not exclude students from academics/support; 6) School climate data are reviewed more than one time per year and inform the refinement of school conduct expectations.</p> |

⁶ CLASS average scores in the Behavior Management dimension are also considered in determining the final rating for Indicator 4.1.

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| | | than one time per year and inform the refinement of school conduct expectations. | inform the refinement of school conduct expectations. | than one time per year and inform the refinement of school conduct expectations. | |
| 4.2⁷ | Adult–Student Relationships | The school meets one or none of the following criteria: 1) Proactively build positive, authentic relationships with students; 2) Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults, and deliver social-emotional supports; 3) Practices focus on teaching the social-emotional competencies (e.g., self-awareness, self-management, responsible decision making, relationship skills, and social awareness) that are specific to students’ needs and aligned with school goals; 4) Time for teaching these practices is integrated into the school’s standard curriculum; 5) These structures are monitored actively to determine whether they are meeting the needs of the school. | The school meets two or three of the following criteria: 1) Proactively build positive, authentic relationships with students; 2) Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults, and deliver social-emotional supports; 3) Practices focus on teaching the social-emotional competencies (e.g., self-awareness, self-management, responsible decision making, relationship skills, and social awareness) that are specific to students’ needs and aligned with school goals; 4) Time for teaching these practices is integrated into the school’s standard curriculum; 5) These structures are monitored actively to determine whether they are meeting the needs of the school. | The school meets three or four of the following criteria: 1) Proactively build positive, authentic relationships with students; 2) Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults, and deliver social-emotional supports; 3) Practices focus on teaching the social-emotional competencies (e.g., self-awareness, self-management, responsible decision making, relationship skills, and social awareness) that are specific to students’ needs and aligned with school goals; 4) Time for teaching these practices is integrated into the school’s standard curriculum; 5) These structures are monitored actively to determine whether they are meeting the needs of the school. | The school meets all of the following criteria: 1) Proactively build positive, authentic relationships with students; 2) Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults, and deliver social-emotional supports; 3) Practices focus on teaching the social-emotional competencies (e.g., self-awareness, self-management, responsible decision making, relationship skills, and social awareness) that are specific to students’ needs and aligned with school goals; 4) Time for teaching these practices is integrated into the school’s standard curriculum; 5) These structures are monitored actively to determine whether they are meeting the needs of the school. |
| 4.3 | Expanded Learning | Students have limited to no opportunities to participate in expanded learning programs outside of the school day or year. | Opportunities for students to participate in expanded learning programs (such as science club, robotics, newspaper, summer school, and before or after school activities) exist but may not be well defined, or awareness of and | Opportunities for students to participate in expanded learning programs (such as science club, robotics, newspaper, summer school, and before or after school activities) exist, are developed with consideration of student | Opportunities for all students to participate in expanded learning programs (such as science club, robotics, newspaper, summer school, and before or after school activities) exist, are developed with consideration of student |

⁷ CLASS average scores in the Positive Climate and Teacher Sensitivity dimensions are also considered in determining the final rating for Indicator 4.2.

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| | | | participation in the programs may be limited. Or, the school operates on an extended day schedule without additional out-of-school learning opportunities. | interests, and are well defined. Students are aware of the available opportunities. | interests, are well defined, and well supported. High-need and traditionally underserved students are targeted for participation in these programs. Students are aware of and participate in the available opportunities. |
| 4.4 | Wraparound Services and External Partners | Leaders and staff have limited or emerging awareness of the needs of students and families and/or have no systemic strategies to increase the capacity of families to support education in the home through wraparound services (e.g., health, housing referrals). | Leaders and staff are aware of the needs of students and families to support education through wraparound services (e.g., health, housing referrals). However, there is no process to systemically provide these services consistently to all students and families. | Leaders and staff have a systemic strategy to understand the needs of students and families to support education through wraparound services (e.g., health, housing referrals). These needs are assessed for all students at least one time per year. The school provides resources to families, as needed. And, there is a system to provide these supports, although it is not used by all staff or it does not focus on all students with needs. | Leaders and staff have a systemic strategy to understand and address the needs of students and families to support education through wraparound services (e.g., health, housing referrals). The system allows for staff to assess strengths and needs of students and families more than one time per year. The school provides resources to families, as needed. And, there is a system to provide these supports to all students and their families as needed. |
| 4.5 | Family and Community Engagement | There is little to no evidence that the school makes asset-based family and community engagement a priority. | The school makes asset-based family and community engagement a priority, but only one or two of five conditions are met: 1) One or more staff members coordinate family and community engagement activities; 2) the school creates a space that is accessible to all families and provides information about services that support achievement, helps plan family, school, and community events and informational programs, and may make referrals to academic, vocational, college and career readiness programs; | The school makes asset-based family engagement a priority, but only three or four of five conditions are met: 1) One or more staff members coordinate family and community engagement activities; 2) the school creates a space that is accessible to all families and provides information about services that support achievement, helps plan family, school, and community events and informational programs, and may make referrals to academic, vocational, college and career readiness programs; 3) regular activities are planned throughout | The school makes asset-based family and community engagement a priority and all of the following five conditions are met: 1) One or more staff members coordinate family and community engagement activities; 2) the school creates a space that is accessible to all families and provides information about services that support achievement, helps plan family, school, and community events and informational programs, and may make referrals to academic, vocational, college and career readiness programs; 3) regular |

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| | | | <p>3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; 4) staff members routinely reach out to families to communicate information about their children’s progress and needs; 5) communications with families are made available in multiple languages, as needed.</p> | <p>the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; 4) staff members routinely reach out to families to communicate information about their children’s progress and needs; 5) communications with families are made available in multiple languages, as needed.</p> | <p>activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; 4) staff members routinely reach out to families to communicate information about their children’s progress and needs; 5) communications with families are made available in multiple languages, as needed.</p> |
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