

MASSACHUSETTS TURNAROUND SITE VISITS

Formative Feedback for Level 3 School Improvement

PURPOSE: American Institutes for Research's (AIR) school Turnaround Site Visits (TSV) have two primary goals:

- Engage school and district staff in the assessment of school improvement practices and
- Provide the school with two reports that include information on strengths and areas for improvement across turnaround practice areas.

The key components of the TSV are focused on the practices identified through school improvement research in Massachusetts. The TSV will gather information on indicators of performance in four turnaround practice areas: Leadership, Shared Responsibility, and Professional Collaboration; Intentional Practices for Improving Instruction; Student-Specific Supports and Instruction to All Students; and School Climate and Culture. Focusing on these areas will allow schools to engage in and reflect on the current state of practices and needs of the school, assess the status of the school's improvement efforts, and identify and prioritize preliminary action steps.

AIR's TSV reports are designed as stand-alone assessments of school progress toward turnaround; however, data from the classroom observations and staff surveys also are compatible with AIR's Monitoring Site Visit reports.

Responsibilities for Schools

Participating schools will partner with AIR on the following data collection activities:

- Schoolwide Instructional Observations:** Observers certified in the Classroom Assessment Scoring System (CLASS) by Teachstone will conduct a 1-day site visit, conducting approximately 16 to 20 classroom observations.
- Online Staff Survey:** Instructional staff will complete a 20- to 25-minute online survey.
- School Questionnaire and Principal Interview:** Principals will complete a short survey and then participate in a 90-minute phone interview with AIR staff.

Research Deliverables

Based on themes identified across the various data sources, AIR will provide each school with:

- Schoolwide Instructional Observation Report:** Within 1 week after the site visit, AIR will provide aggregated ratings of instructional practice on relevant domains of the CLASS rubric.
- Turnaround Site Visit Report:** Within 3 weeks following the completion of all data collection, AIR will provide preliminary ratings on indicators across all four turnaround practice areas. See the following sample.

TURNAROUND INDICATOR 2.1 INSTRUCTIONAL EXPECTATIONS Turnaround Practice 2. Intentional Practices for Improving Instruction

Indicator Rating: **Limited/Partial** **Emergent** **Coherent**

Findings

- The principal noted that high-priority items "are really what fuel the feedback that we give to teachers." Relatedly, a large majority of respondents agree that school leaders actively monitor the quality of teaching (94%) and that evaluators know their strengths and weaknesses as a teacher (91%).
- Results from the Schoolwide Instructional Observation Report suggest that high-quality instructional expectations may not yet be implemented consistently schoolwide, leading to an emergent rating on this indicator.

Rating Descriptions for Turnaround Indicator 2.1 Instructional Expectations

Limited/Partial	Emergent	Coherent
School leaders have not articulated clear instructional expectations for teachers, or instructional expectations are not understood by a majority of staff members.	School leaders have articulated clear instructional expectations, which are understood by a majority of staff members; however, leadership does not regularly monitor teacher implementation of schoolwide instructional expectations.	Clear expectations for high-quality instruction are communicated and understood by all or nearly all staff, monitored by school leaders, and consistently implemented schoolwide.

If you have any questions, please contact:

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