

Local Stakeholder Group, Redesign Team, and Timelines for Level 4 Schools

Guidance - May 12, 2010

The Department of Elementary and Secondary Education (ESE) has created these guidance documents to help district and school-level leaders as they build and utilize Local Stakeholder Groups (LSGs), form and convene teams to work on redesign, and focus on meeting key timelines for submitting their state turnaround plan and grant application(s). These documents are meant to be guidance materials, providing suggestions to leaders on how to utilize LSGs and school-site Redesign Teams. Aside from needing to meet deadlines for key submissions, there is no requirement that leaders follow these guidelines. The guidance is simply meant to assist leadership. It includes:

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State Turnaround Plan: Lays the Foundation for the Redesign Plan

Components of State Turnaround Plan*

Methods

The plan **may** include the following:

- (1) Expand, alter, or replace the curriculum
- (2) Reallocate existing budget
- (3) Provide additional district funds
- (4) Differentiate compensation of school staff
- (5) Expand school day and/or year
- (6) Add pre-K and full-day kindergarten
- (7) Require all staff to re-apply for employment
- ... [partial list]

Required Content

The plan **must** include steps to address the following six areas:

- (1) Address achievement gaps
- (2) Alternative ELL programs
- (3) Financial plan for the school
- (4) Address social service and health needs
- (5) Improve or expand child welfare services and law enforcement
- (6) Improve workforce development services

Measurable Annual Goals

(ESE Guidance forthcoming)

* See *Description of M.G.L. Ch. 69 Section 1J* for a complete list of components for the Turnaround Plan

Methods in the State Turnaround Plan enable the district to:

- a) implement one of the four intervention models; and
- b) take the appropriate steps to implement the Conditions for School Effectiveness

Steps in the six areas will allow the district to outline key features for how the Redesign Plan will implement the Conditions for School Effectiveness

The Measurable Annual Goals in the State Turnaround Plan will meet the criteria in this section of the Redesign Plan

Components of Redesign Plan (due 7/9 or 12/1)

I. Executive Summary

II. District-Level Redesign

1. District redesign and planning process
2. School redesign leadership pipeline
3. External partners pipeline
4. District systems of support

III. School-Level Redesign

A. School-Level Redesign Overview

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

B. Essential Conditions for School Effectiveness

1. Effective school leadership
2. Principal's staffing authority
3. Professional Development and structures for collaboration
4. Tiered instruction models/adequate learning time
5. Students social, emotional, and health needs
6. Family-school relationships
7. Strategic use of resources/adequate budget authority
8. Aligned curriculum
9. Effective instruction
10. Student Assessment

IV. Implementation Timeline and Benchmarks

V. Measurable Annual Goals

Local Stakeholder Group vs. Redesign Team

Local Stakeholder Group (LSG)	Redesign Team (RDT)
Origins —State law (See Description of <i>An Act Relative to the Achievement Gap</i> on page 16)	Origins – ESE recommendation
Tenure – Limited. Specified by state law as 45 days (see timeline on page 2) <i>Districts and/or schools may opt to re-convene the LSG as an advisory group at various times throughout the three-year process.</i>	Tenure – Ongoing throughout the school’s status as Level 4.
Membership —Maximum of 13 members from prescribed roles defined by law (see LSG guidance on page 5)	Membership —At Superintendent’s discretion; led by principal
Representing —Constituency groups (ex., WIB, EEC, Higher Ed), district and school representatives, parents	Representing —School; recommended to be comprised of +/-50% school staff, with union site leaders present; district representative optional; led by Principal
Work Commitment —Prescribed meeting commitments: Convening within 30 days of school’s designation as Level 4, and making recommendations to the Superintendent 45 days later	Work Commitment —Frequent meeting commitments; ongoing engagement to: <ul style="list-style-type: none"> • build the redesign plan • provide oversight of the plan’s implementation • evaluate the plan’s efficacy • revise plan and implementation as needed
Expectations — <ul style="list-style-type: none"> • Ensure that the initial redesign process is data-driven, community-based, and participatory; • Ensure that the plan is actionable, rigorous, and likely to meet the needs of students and families; • Use specific knowledge (related to role as part of a constituent group) and ensure that the plan can be supported by the constituency 	Expectations — <ul style="list-style-type: none"> • Use knowledge of past barriers and root causes of problems and to address those through redesign strategies and action steps; • Refine the vision for where to end up as a school; • Build on the state turnaround plan to create an actionable redesign plan through a data-based and participatory process; and • Guide implementation of the redesign plan and make adjustments as necessary
Use of Data —Broad, and highly likely to focus on summative measures	Use of Data —Specific, fine-grained analysis of performance, observational, and perceptual data; data collection, research review, and deep causal analysis required; commitment to communicate the results of the analysis to others and apply new insights to revisions of the plan and/or its implementation
Level of Recommendations —“Balcony-level” recommendations related to the superintendent’s initial outline (if any) and to the state-required components of the Turnaround Plan. (See LSG checklist on page 8 for details)	Level of Recommendations —Comprehensive, detailed recommendations on the refinement of strategies and action steps to address components of both the state Turnaround Plan <i>and</i> the federal school turnaround grant (see page 10 for more details)

Local Stakeholder Group (LSG)

Overview of Functions

In *An Act Relative to the Achievement Gap*, the process for developing redesign plans (turnaround plans) requires the convening of a “local stakeholder group” (LSG) to provide recommendations to the superintendent for each Level 4 school. The law is clear about the size, composition, and timing of the local stakeholder group, but leaves discretion to the superintendent about the organization of the group’s work and its ongoing role throughout the life of the school turnaround plan. The following is a synopsis of the law’s requirements for the LSG and suggestions for how a district might implement this requirement.

Within 30 Days of a school being designated as underperforming, the superintendent shall **convene a local stakeholder group** of not more than 13 individuals to solicit recommendations on a redesign plan.

The group shall meet publicly and include

- (1) ESE designee
- (2) School committee chair/designee
- (3) Union president/designee
- (4) Administrator from the school (superintendent choice)
- (5) Teacher from the school (faculty choice)
- (6) Parent from the school (parent association)
- (7) Social service representative (superintendent choice)
- (8) As appropriate, workforce development agencies (superintendent choice)
- (9) EEC rep or DHE rep (EEC commissioner or secretary choice)
- (10) Community member (chief executive of town choice)

Within 45 days of its initial meeting, the **stakeholder group** shall make its **recommendations to the superintendent**. The superintendent “shall provide due consideration to the recommendations”.

The 13-member “local stakeholder group” is not charged with implementing each school’s redesign plan, but rather provide recommendations for the content of the plan. The ongoing, school-based work required to implement the plan and make necessary adjustments and refinements along the way is likely to require on-going leadership from a school-based team of administrators, teachers, parents, and, possibly, students. As a result, ESE is recommending districts consider supporting at each Level4 school a “**school-level redesign team**” led by the principal. Given its expectation that each school will have a school-level redesign team to move its approved Redesign Plan forward, ESE sees a distinct role for the LSG which includes the following three charges:

- 1) **Ensure that the redesign process is data-driven, community-based, and participatory** – the local stakeholder group will ensure that plan development involves meaningful participation from key school, district, and community stakeholders, each of whom has based decisions on data and expertise in key areas.
- 2) **Ensure that the redesign plan is actionable, rigorous, and likely to meet the needs of students and families in that school community** – the local stakeholder group should provide recommendations that are actionable by the school-level redesign team by recommending key elements of a redesign plan that the team can plan and implement.

- 3) **Ensure that the redesign plan can be fully supported by the many constituents who must usher the plan forward** – each member of the local stakeholder group, chosen to represent a key school/district constituency must seek to support the district and school’s turnaround work.

The “local stakeholder group” provides recommendations related to the three key areas the law requires for redesign plans (for details about each of these areas, reference the *Process for “Level 4 Schools” Document*):

- 1) Required steps in 6 areas: address achievement gaps; alternative ELL programs; financial plan for the school; address social service and health needs; improve or expand child welfare services and law enforcement; improve workforce development services
- 2) Measurable annual goals: annual targets in 13 required areas including student achievement, attainment rates, college/career ready measures, and school culture
- 3) Authorities necessary to promote rapid improvement: the law lists 16 authorities that can be outlined in the plan (e.g., changes to curriculum, budgets, staff compensation, collective bargaining, district and school policies, professional development, etc.)

In order to keep the local stakeholder group’s conversations focused and targeted, ESE recommends that participants of the local stakeholder groups consider the following:

- Federal funding for Level 4 schools is administered on a competitive basis – it is not an entitlement. Therefore, redesign plans should be focused on altering structures and conditions in a way that does not rely on additional funds, but reallocates existing funds. The redesign plan must be possible with current funds and accelerated and/or enhanced with federal funds.
- The content of the funding requests in the redesign plans must supplement rather than supplant district funding. The content should be considered an investment in school capacity because participants need to consider long-term sustainability, too: the federal School Turnaround Grant funding can only be used for three years – then the district is responsible for maintaining the improvements in that school without the additional funding source.
- Changes to collective bargaining contracts must be negotiated between management and unions – but stakeholder recommendations need not be limited to existing collective bargaining contract provisions.
- School-level recommendations should take into account district policies but may also call for changes in district policies and practices.
- Individual stakeholder members should be transparent with the group in acknowledging any potential conflicts of interest.

Sample Agendas for LSG Work

Meeting #1: Where have we been?

District Pre-Work:

- Who will facilitate the Local Stakeholder Group (LSG) meetings?
- When and how will facilitators be prepared to lead this process to ensure consistency across schools/teams?
- Who will prepare and present baseline data?
- How will the team capture the themes from the data overview for later reference?

Agenda: Where Have We Been?

- I. Overview – the level 4 Process (consider ESE’s May 10, 2010 Level 4 powerpoint as a resource)
- II. The Role of the Local Stakeholder Group & Expected Deliverables
- III. Overview of Baseline Data
 - a) Performance
 - b) Demographic
 - c) Program – such as program evaluations
 - d) Culture – perception data
 - e) Observations – e.g., Learning Walkthrough, observations of Common Planning Time
- IV. Discussion – Based on the data presented, what most needs to be addressed in order to stimulate turnaround at this school? Share out.
- V. Review essential features of the Superintendent’s framework for action – highlighting those components on which the LSG will provide feedback.

Meeting #2: Where are we going?

District Pre-Work:

- Who will present the draft Turnaround Plan?
- What process/protocol/templates will be used to guide development of preliminary recommendations for the draft plan and record them for use by the district?

Agenda: Where Are We Going?

- I. Revisit essential features of the Superintendent’s framework for action – highlighting those components on which the LSG will provide feedback.
- II. Small group discussion – What parts of the draft plan hold the most promise? In what ways do they address the needs identified in the first meeting? What seems to be missing?
- III. Share out
- IV. Draft Recommendations

Meeting #3: Developing Recommendations

District Pre-work:

- What process/protocol/templates will be used to finalize recommendations?

Agenda: Developing Recommendations

- I. Complete and Endorse Final Recommendations
- II. Send to the superintendent for “due consideration”

Local Stakeholder Group

Checklist and Sign-Off for Recommendations

District: _____ School: _____ Date: _____

Notes:

- The Local Stakeholder Group may – but is not required to – offer recommendations on any of the following areas.
- The district may provide a template in which to capture any relevant recommendations.

Key Areas of Turnaround (State) Plan	Recommendation Made?	
	Yes	No
<p>6 State Requirements:</p> <p>a) Address achievement gaps (LEP, Sped, low-income)</p> <p>b) Alternative ELL programs (“not withstanding chapter 71A”)</p> <p>c) Financial plan for the school</p> <p>d) Address social service and health needs (“ready to learn”)</p> <p>e) Improve or expand child welfare services and law enforcement (“safe and secure learning environment”)</p> <p>f) Improve workforce development services (“meaningful employment skills and opportunities”)</p>		
<p>Measurable annual goals that address:</p> <p>g) MCAS</p> <p>h) Progress in areas of academic underperformance</p> <p>i) Progress among subgroups</p> <p>j) Reduction of achievement gaps -----</p> <p>k) Student promotion, graduation, and dropout rates</p> <p>l) Student attendance, dismissal, and exclusion rates -----</p> <p>m) College readiness</p> <p>n) Developmentally appropriate child assessments (preK-3)</p> <p>o) Acquisition of 21st Century Skills</p> <p>p) Student safety and discipline</p> <p>q) Parent and family engagement</p> <p>r) Building a culture of academic success among students</p> <p>s) Building a culture of student support among school faculty and staff</p>		
<p>Authorities necessary to promote rapid movement</p> <p>(1) Expand, alter, or replace the curriculum</p> <p>(2) Reallocate existing budget</p> <p>(3) Provide additional district funds (up to per-pupil)</p> <p>(4) Differentiate compensation of school staff (bargained with union)</p> <p>(5) Expand school day and/or year</p> <p>(6) Add pre-K and full-day kindergarten</p> <p>(7) Require all staff to re-apply for employment (<i>see M.G.L. Ch 69, S. 1J</i>,</p>		

Key Areas of Turnaround (State) Plan	Recommendation Made?	
	Yes	No
<p><i>(d) for details on “bumping rights” collective bargaining agreement applies, except no bumping of teacher with professional teaching status “during a school year”</i></p> <p>(8) Limit, suspend, or change collective bargaining agreements (as long as reduced pay is commensurate with reduced hours) <i>(see M.G.L. Ch. 69, S.1J (g) for details about the bargaining process: “good faith bargaining” completed within 30 days; ratification within 10 days ;unresolved issues submitted to ‘joint resolution committee appointed within 3 days; dispute heard within 10 days; ruling within 10 days; Commissioner resolves if JRC does not make ruling within 10 days)</i></p> <p>(9) Limit, suspend or change 1 or more school district policy or practice related to the school</p> <p>(10) Include job-embedded professional development with teacher input and feedback</p> <p>(11) Increase teacher planning time and collaboration focused on improving student instruction</p> <p>(12) Plan professional development for administrators that includes leadership skills and distributed leadership</p> <p>(13) Provide for a continuum of high-expertise teachers by aligning hiring, induction, evaluation, professional development, advancement, culture, and organizational structure</p> <p>(14) Search for and study best practices</p> <p>(15) Address mobility and transiency</p> <p>(16) Add components based on reasons for underperformance and recommendations of stakeholder group</p>		

The Local Stakeholder Group respectfully submits recommendations on the above areas for the Superintendent’s consideration.

Local Stakeholder Group Members	Affiliation (per state law)	Date
1.	ESE designee	
2.	School committee chair/designee	
3.	Union president/designee	
4.	Administrator from the school (superintendent choice)	
5.	Teacher from the school (faculty choice)	
6.	Parent from the school (parent association)	
7.	Social service representative (superintendent choice)	
8.	As appropriate, workforce development agencies (superintendent choice)	
9.	EEC rep or DHE rep (EEC commissioner or secretary choice)	
10.	Community member (chief executive of town choice)	
11.	Other:	
12.	Other:	
13.	Other:	

Redesign Teams

What is the charge of the redesign team?

The redesign team uses the Superintendent's proposed Turnaround Plan as the basis for a thoughtful and creative three-year redesign plan that will result in significantly improved performance for students attending the school. The redesign plan will build from the Turnaround Plan that is required by state law and, where applicable, will also serve as the application for the federal school turnaround grant.

The redesign team will focus on:

- Understanding the intent and components of the Superintendent's Turnaround Plan
- Analyzing more detailed, disaggregated data on student performance, stakeholder perceptions, and school and district conditions. This includes examining what has and has not worked well at the school and why.
- Proposing a three-year redesign plan that builds from the Turnaround Plan proposed by the Superintendent and holds realistic promise for accelerating improvements in student achievement and school climate.
- Overseeing implementation of the redesign plan and making on-going adjustments based on data and emerging results, as needed. This work will be done in collaboration with district liaisons and supported by district departments.

What are the phases and projected timelines?

The redesign effort involves three phases. These phases are over-lapping. For example, there are elements of Phase I that will continue through Phase II and Phase III. Throughout the phases, data collection and analysis will continue to inform mid-course corrections that will be needed to meet the goals of a successful redesign plan that improves student learning.

Phase I – Baseline Data Collection (spring and summer 2010)

Anticipated timeline: This phase generally covers the period of May through July 2011

This phase focuses on the collection and organization of baseline data. Recommended data sources include:

- Student achievement data. These include MCAS and other available assessment data.
- Demographic data on students and faculty
- Organizational assessment data. These include the perceptual data collected through school and community surveys.
- Observational data (e.g., classroom practice, student conduct, teacher collaboration)

- Data on school and district processes, such as how teachers are supported, or how students are identified for or receive supplemental services
- Other data as available in the school and district]

Phase II – Redesign Team Composition, Data Analysis, and Redesign Planning

Anticipated timeline – spring through November 2010

This evidence and innovation phase focuses on the probing and use of data, broad-based participation, redesign and initial implementation of the redesign plan. The redesign team is responsible for innovation that benefits students based on analysis of baseline data. At a minimum, **seven (7) first-year priorities are addressed:** principal selection and support, teacher selection and support, tiered instruction/assessment, student support services, extended learning opportunities for students, more time for teachers and leaders to collaborate, and “quick wins.”

Phase III – Ongoing Implementation and Expanded Innovation

Anticipated timeline – December 2010 through June 2013

After the redesign plan is completed, the intensity of the subsequent work moves to implementation and expanded innovation. Some members of the Phase I and Phase II redesign team may become part of the Phase III team, while other new members with skill sets appropriate to the redesign’s implementation may be needed. During Phase III, the schedule and focus of the redesign team’s work will focus on implementation and re-design as changes are needed. Further, the review of progress against established benchmarks will become a bigger part of the charge of the design team during Phase III.

Who is on the redesign team?

The school redesign team should be comprised of people who will be most affected by the anticipated changes in the school. This is a serious undertaking. Team members should be informed of the intense nature of the work involved in school redesign and they should be willing to make the commitment to this process. This work will most likely need to involve after school, evening and weekend meetings to complete the redesign plan. Levels of enthusiasm may vary greatly. In some schools, there may be too many individuals who want to participate as redesign team members. In others, it may take more effort to create an effective team. Suggestions in this document assume the team will be collaborative and make consensus based decisions (rather than voting).

Among the team members there should be individuals who are strong in areas of reading and math instruction, other key instructional areas (e.g. special education, English language learning), data analysis, technology, communication, community engagement, team building, and student services.

The size of the team should be relative to the size of the school. For example, a small elementary school may decide to have only 8 members. A secondary school may have 12-14 members. Groups larger than 20 members may be too large for the core team. Sub-committees may be needed as planning intensifies.

Note: in some schools, particularly those with a new principal, it may initially be difficult to identify members of a representative team. One way of assisting with this process could be to request that teachers—who are interested in this redesign opportunity—write a letter to introduce themselves, describe why they would be committed to this team and the success of the children who attend the school, and provide some suggestions they may have for the redesign of the school.

Suggested composition would include:

- Principal
If the principal has not yet been chosen, an interim team leader should be chosen. This could be a well respected teacher leader, central administrator or former school principal.
- Staff: At least 50% of the team should be teachers from the school.
Teachers should be selected based on areas of particular strength/expertise. The principal may want to meet with the building or district union representative and a few other individuals during the teacher selection process.
- Parents: There should be 2-3 parents, depending on the size of the team.
- Community member (i.e., local store manager who really knows the community, not necessarily the president of a corporation)
- An individual from the central administration if desired.
There are pro's and con's to central administrative membership on the redesign team. The central administrator should not be someone with line authority over the school or someone who might inhibit conversations. The individual could be a direct liaison to the district with the ability to identify district resources, cut through issues of "turf and jurisdiction," provide guidance on policy issues, and follow-up with district leaders on questions as they arise.

How will the redesign team function?

The team should make evidence-based decisions to determine the specific needs of the school. Data collection, assessment and analysis are all part of this effort. The team should examine what is working in the school, what is not working in the school, what direct changes the school can and should make, and what other changes it can and should influence on behalf of students.

The team needs to bear in mind that the plan should be a coherent redesign for significant and sustainable improvement at the school. As such, it is neither an amalgam of program initiatives nor an exercise in compliance. Instead, redesign provides an opportunity to come up with something different that will benefit students, school-site educators and the community.

The redesign team's use of evidence should involve:

- Examining multiple sources of data on student achievement
- Examining data on organizational conditions including observations of classroom practice, teacher use of data and collaboration practices, and student engagement and behavior
- Probing data sets to understand causal factors that affect the performance of the school in serving children
- Reviewing current programs, instructional strategies and related practices
- Examining additional data on the students and staff to ensure a thorough understanding of existing needs

The redesign team should be encouraged to be as creative as possible to explore the best opportunities for students. If a dynamic emerges within a district where the team's ideas are shot down, the process will become more frustrating and the students will suffer in the end.

Prior to beginning the redesign work, the team should understand the Turnaround Plan and be informed by the superintendent of:

- Any other predetermined decisions or parameters within which they must operate
 - Current state or district regulations
 - Necessary waivers or permissions from district policies or agreements
 - Is the process open-ended or are there certain non-negotiables, e.g.,
 - Has the leadership structure been selected for specific reasons?
 - Can the length of school day or school year be changed?
 - Is the current after-school provider under contract?
- Requirements and reporting relationships
- Any known limitations
- Authority levels of the principal and the redesign team
- Predetermined timelines
- Budgetary guidelines and resources for both the planning and implementation periods
 - Limitations on uses of funds (i.e. School Turnaround Grant cannot be used toward building structure – bricks and mortar)

The group should identify priorities for issues, innovation and expected results (goals, vision, etc.) Operationally, the team should:

- Set a formal agenda for each meeting
- Establish the schedule for decisions that align with predetermined timelines.
- Identify who will fill the role(s) of writers
 - There are three needs for writing—writing of the redesign plan, communications to the community, and minutes/notes of the meetings.
- Refine and assess the “Quick Wins” being used to signify that something is truly going to be different in the school See forthcoming ESE guidance on “Quick Wins”.

Communication

A communication plan is important to help ensure a transparent and recursive decision making process. A two-way communication plan between the redesign team and the larger school community (teachers, other school staff, parents, and students) provides the pathway for redesign ideas to be presented to school community members (including the Stakeholder Group), and for feedback to be received by the redesign team. This process needs to ensure accuracy in communication and build the constituency support necessary for the new direction and successful redesign of the school.

- A separate individual could be specifically responsible for taking meeting notes and creating a newsletter – for email or updates on a website.

Who will lead the team?

The principal is the leader and is accountable for quality and results of the process. The facilitator of the redesign team should be the principal, a teacher leader or possibly an outside facilitator. The facilitator should be someone who has group work skills, credibility, and the ability to move a team towards the desired results in the context of a tight timeline.

If a school is undergoing a search for a new principal, the district may want to consider appointing a teacher leader, a respected retired principal or another respected educator to be interim leader of the redesign team.

What resources are available to the team?

The redesign team needs to be supported by the central administration as well as the greater community. While there will be members of the design team who are knowledgeable in specific content and process areas, the team will need to have access to additional experts and external resources in many other areas as possible redesign concepts are explored.

The central administration, in particular, can provide instructional support, professional development, leadership development, budgetary authority, communications support, etc. Most importantly, the central administration can provide something slightly less tangible but absolutely pivotal to the redesign effort. It can demonstrate it is open to and really listening to the creative ideas from the redesign teams, and is committed to providing support for the implementation of those ideas.

Redesign Team Selection Matrix - Sample

The matrix below can help a school assemble a Redesign Team with a strategic balance of skills and perspectives

Team Selection

1. The team needs to be cross-functional (play a wide range of roles) and possess a wide range of qualities such as visionary, collaborator, knows “the system”, etc.
2. Make sure the “whole school” is represented.
3. The people represented should play a role in key content areas, initiatives, etc.
4. Consider who from the district should be on the team to ensure alignment between the school-based design team and the district leadership team.

Name & Title	Visionary-sees the big picture	Skilled Practitioner – demonstrated ability to help students and adults learn	Knows the Instructional Core & School Design	Relationship builder/ Collaborator/ Facilitator	Skilled Communicator	Project Manager	Speaks honestly and shares ideas	Makes things happen – Knows the system

Description of M.G.L. Ch 69, Section 1J
An Act Relative to the Achievement Gap
Process for “Underperforming” Schools

A. Within 30 Days of a school being designated as underperforming, the superintendent shall **convene a local stakeholder group** of not more than 13 individuals to solicit recommendations on a redesign plan*. The group shall meet publicly and include

- (1) ESE designee
- (2) School committee chair/designee
- (3) Union president/designee
- (4) Administrator from the school (superintendent choice)
- (5) Teacher from the school (faculty choice)
- (6) Parent from the school (parent association)
- (7) Social service representative (superintendent choice)
- (8) As appropriate, workforce development agencies (superintendent choice)
- (9) EEC rep or DHE rep (EEC commissioner or secretary choice)
- (10) Community member (chief executive of town choice)

B. Within 45 days of its initial meeting, the **stakeholder group** shall make its **recommendations to the superintendent**. The superintendent “shall provide due consideration to the recommendations”.

C. Within 30 days of the local stakeholder group’s recommendations, the **superintendent shall create a redesign plan** for up to three years.

C -1 The plan **must include steps** to address the following:

- (1) Address achievement gaps (LEP, Sped, low-income)
- (2) Alternative ELL programs (“not withstanding chapter 71A”)
- (3) Financial plan for the school
- (4) Address social service and health needs (“ready to learn”)
- (5) Improve or expand child welfare services and law enforcement (“safe and secure learning environment”)
- (6) Improve workforce development services (“meaningful employment skills and opportunities”)

C – 2 The Redesign Plan **shall include measurable annual goals**, including but not limited to:

- (1) MCAS
- (2) Progress in areas of academic underperformance
- (3) Progress among subgroups
- (4) Reduction of achievement gaps
-
- (5) Student promotion, graduation, and dropout rates
- (6) Student attendance, dismissal, and exclusion rates
-
- (7) College readiness
- (8) Developmentally appropriate child assessments (preK-3)
- (9) Acquisition of 21st Century Skills
- (10) Student safety and discipline
- (11) Parent and family engagement
- (12) Building a culture of academic success among students
- (13) Building a culture of student support among school faculty and staff

C – 3 The Superintendent **may include** the following:

- (1) Expand, alter, or replace the curriculum
- (2) Reallocate existing budget
- (3) Provide additional district funds (up to per-pupil)
- (4) Differentiate compensation of school staff (bargained with union)
- (5) Expand school day and/or year
- (6) Add pre-K and full-day kindergarten
- (7) Require all staff to re-apply for employment (*see M.G.L. Ch.69, S. 1J (d) for details on “bumping rights” collective bargaining agreement applies, except no bumping of teacher with professional teaching status “during a school year”*)
- (8) Limit, suspend, or change collective bargaining agreements (as long as reduced pay is commensurate with reduced hours) (*see lines M.G.L. Ch.69, S. 1J (d) for details about the bargaining process: “good faith bargaining” completed within 30 days; ratification within 10 days; unresolved issues submitted to ‘joint resolution committee appointed within 3 days; dispute heard within 10 days; ruling within 10 days; Commissioner resolves if JRC does not make ruling within 10 days.*)
- (9) Limit, suspend or change 1 or more school district policy or practice related to the school
- (10) Include job-embedded professional development with teacher input and feedback
- (11) Increase teacher planning time and collaboration focused on improving student instruction
- (12) Plan professional development for administrators that includes leadership skills and distributed leadership
- (13) Provide for a continuum of high-expertise teachers by aligning hiring, induction, evaluation, professional development, advancement, culture, and organizational structure
- (14) Search for and study best practices
- (15) Address mobility and transiency
- (16) Add components based on reasons for underperformance and recommendations of stakeholder group

D. Within 30 days, a **school committee or local union may appeal to the commissioner** regarding one or more components of the plan.

E. Within 30 days, the **commissioner may**, in consultation with the superintendent, **modify** the plan.

F. Each redesign plan shall be **authorized for a period of not more than 3 years**.

G. The **superintendent** shall be **responsible for meeting the goals** of the redesign plan.

H. A teacher with professional teacher status in a Level 4 school may be **dismissed for good cause** with expedited arbitration. (*see lines M.G.L. Ch. 69, S. 1J (d) for details of the process*)

I. The superintendent, in consultation with principal, prepares and submits an **annual review of the school’s progress** to school committee and commissioner.

*** State law refers to the plan as a “turnaround plan” while the federal grant refers to an “intervention plan”. ESE is referring to both as the “redesign plan”.**

What Research Can Tell Us about School Turnaround

As you undertake planning, consider findings from the 2008 Institute for Education Sciences (IES) May 2008 Practice Guide reporting what leaders of successful school turnaround actually did, and consider how you will support your Level 4 school principals to do the same. See the summary below. For the complete Guide, go to the *What Works Clearinghouse*: <http://ies.ed.gov/ncee/wwc/>

Leaders ... signal the need for dramatic change
... consistently focus on instruction.
... make visible improvements early
... build a committed staff.

1. The turnaround school must have a new leader, or if the same leader stays, he or she must change his or her practices and how s/he spends his/her time right away. This is essential to signal change, and must be highly visible every day in classrooms; s/he must publicly announce the changes and how they will be monitored.
2. The turnaround school must focus on instruction, its school-level data, and the gaps in performance. To do so, they do the following:
 - a. Use formative assessments regularly;
 - b. Set priority areas for gains;
 - c. Provide targeted professional development in those areas;
 - d. Review curriculum for alignment; and,
 - e. Regularly monitor progress of each student.
3. The turnaround school must get some early wins by selecting a goal that can be achieved quickly, one that the school has the authority and power to do and be common across the school.
4. The turnaround school must have a committed staff. To do so, leaders must assess each person's commitment to the work laid out, and, if necessary, redeploy, replace and recruit new staff.
5. Effective turnaround leaders:
 - a. Communicated clear purpose and high expectations;
 - b. Showed a willingness to do the same things themselves;
 - c. Identified advocates within the staff; and,
 - d. Shared leadership and built a consensus that permeated the whole staff..
6. The practices of effective turnaround principals included:
 - a. Spending 40% of their time in classrooms;
 - b. Relentlessly and constantly focusing on results;
 - c. Spending long hours pouring over data and continually monitoring progress;
 - d. Using a system for data discussion with teams, targeting specific areas for improvement;
 - e. Eliminating distractions so that all time can be spent on instruction;
 - f. Reorganizing professional development to connect to what they are trying to accomplish;
 - g. Establishing a cohesive culture by being more accessible to teachers and bringing teachers into decisions;
 - h. Balancing being demanding about results with building cohesiveness; and,
 - i. Reorganizing resources to hit targets.

With appreciation to the Boston Plan for Excellence for summarizing the study in September 2009

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/Turnaround_pg_04181.pdf

Four Required Federal Intervention Models for STG Funds

Turnaround model: A turnaround model is one in which an LEA must--

- (i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
- (iii) 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 school;
- (iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (v) 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 or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
- (ix) Provide appropriate social-emotional and community-oriented services and supports for students.

Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

- (1) **Developing and increasing teacher and school leader effectiveness.** The LEA must--
 - (A) Replace the principal who led the school prior to commencement of the transformation model;
 - (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--(1) Take into account data on student growth (as defined in this notice) 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; and (2) Are designed and developed with teacher and principal involvement;
 - (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - (D) Provide staff 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; and
 - (E) 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 a transformation school.
- (2) **Comprehensive instructional reform strategies.** The LEA must--
 - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- (3) **Increasing learning time and creating community-oriented schools.** The LEA must--
 - (A) Establish schedules and strategies that provide increased learning time by 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; and
 - (B) Provide ongoing mechanisms for family and community engagement.
- (4) **Providing operational flexibility and sustained support.** The LEA must--
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).