

On the Right Path: Best Practice Guide for High-Quality Schools

Turnaround Practice #1: Instructional Leadership, Shared Responsibility, and Professional Collaboration

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
1a: Vision	School leaders establish, communicate, and promote the values, beliefs, and vision for the school community that drive the teaching and learning required for students to succeed according to MA Curriculum Frameworks and 21st century and college/career readiness standards.	School leaders have not established communicated, and promoted the values, beliefs, and vision for the school community. As a result, these do not drive the teaching and learning required for students to succeed according to MA Curriculum Frameworks and 21st century and college/career readiness standards. Stakeholders (teachers/students and parents) do not know what the values, beliefs and vision of the school are.	School leaders have not consistently established communicated and promoted the values, beliefs, and vision for the school community. As a result, these do not sufficiently drive the teaching and learning required for students to succeed according to MA Curriculum Frameworks and 21st century and college/career readiness standards. Many stakeholders do not know what the values, beliefs and vision of the school are.	School leaders establish, communicate and promote the values, beliefs, and vision for the school community that drive the teaching and learning required for students to succeed according to MA Curriculum Frameworks and 21st century and college/career readiness standards. Most stakeholders will know what the values, beliefs and vision of the school are and some will know why they are important.	School leaders have embedded, communicated and promoted rigorously the values, beliefs, and vision for the school community. These are driving the teaching and learning across the school and are ensuring that students achieve success as measured by MA Curriculum Frameworks and 21st century and college/career readiness standards. Stakeholders know what the values, beliefs and vision of the school are and why.
1b: Goals	There is a short list of clear, focused school-level goals and action plans (long-term, annual, and interim) apparent in the school based planning documents; those goals are tracked for progress and adjusted to drive efforts that accelerate student learning and foster social-emotional growth.	There is a not a short list of clear, focused school-level goals and action plans (long-term, annual, and interim) apparent in the school based planning documents. Any goals that have been developed by school leaders are not well enough tracked for progress and are not adjusted to drive efforts or accelerate student learning and foster social-emotional growth.	While a list of goals and action plans is apparent in the school based planning documents, these are not sufficiently clear and focused. Goals are not tracked sufficiently for progress by school leaders and are not adjusted often enough to consistently drive efforts that accelerate student learning and foster social-emotional growth.	There is a short list of clear, focused school-level goals and action plans (long-term, annual, and interim) apparent in the school based planning documents; those goals are tracked for progress and adjusted to drive efforts that accelerate student learning and foster social-emotional growth.	There is a short list of very clear, sharply focused school-level goals and action plans (long-term, annual, and interim) that are apparent in all school based planning documents. Goals are tracked carefully for progress and adjusted frequently to drive efforts that accelerate student learning and foster social-emotional growth.

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
1c: Decision-Making	School leaders, TLT members, ILT members, and faculty have a process in place to evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the MA Curriculum Frameworks.	School leaders, TLT members, ILT members, and faculty do not have a process in place to evaluate the quality of school-level decisions. They do not make adjustments as needed to increase the coherence of policies and practices across the school and do not pay enough attention to the MA Curriculum Frameworks.	While School leaders, TLT members, ILT members, and faculty do have processes in place to evaluate the quality of school-level decisions, they do not make adjustments often enough to increase the coherence of policies and practices across the school and do not always pay enough attention to the MA Curriculum Frameworks.	School leaders, TLT members, ILT members, and faculty have processes in place to evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the MA Curriculum Frameworks.	School leaders, TLT members, ILT members, and faculty have a well-established process in place to evaluate the quality of school-level decisions, making frequent strategic adjustments to increase the coherence of policies and practices across the school. Great care is taken to maximize the impact of the MA Curriculum Frameworks.
1d: Goal Evolution	Goal-setting and effective action planning at the school level, including professional development (PD) planning, are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improve teacher practice across classrooms.	Goal-setting and action planning at the school level are not effective. They do not include the planning of PD and do not pay enough regard to the outcomes of a comprehensive needs assessment and ongoing data gathering and analysis. Emerging data is not used to improve teacher practice across classes.	Goal-setting and effective action planning at the school level, including PD planning, are not consistently informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis. As a result, teacher practice is not improving across all classrooms.	Goal-setting and effective action planning at the school level, including PD planning, are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improve teacher practice across classrooms.	Well established goal-setting and action planning processes at the school level, including PD planning, are well-informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis. As a result, teacher practice is improving across all classrooms.
1e: Distributive Leadership	School leaders develop and implement processes to distribute leadership and decision-making throughout the school, increasing staff buy-in and expanding the impact and responsibility of high performers and expertise of staff.	School leaders have yet to develop and implement processes to distribute leadership and decision-making throughout the school. As a result, there is little staff buy-in and there are no opportunities to expand the impact and responsibility of high performers or the expertise of staff.	School leaders do not consistently develop and implement processes to distribute leadership and decision-making throughout the school. Too few opportunities are provided to increase staff buy-in and expand the impact and responsibility of high performers or the expertise of staff.	School leaders develop and implement processes to distribute leadership and decision-making throughout the school, increasing staff buy-in and expanding the impact and responsibility of high performers and expertise of staff.	School leaders develop and implement many highly effective processes to distribute leadership and decision-making throughout the school, significantly increasing staff buy-in and regularly expanding the impact and responsibility of high performers and leverages the expertise of all staff.

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
1f: Staff Communication	<p>School leaders formed the Teacher Leadership Team (TLT) and formal structures and regular opportunities for fostering staff input into school decisions and initiatives are in place and are used effectively to build trusting relationships and two-way communication across staff and school teams.</p>	<p>School leaders have not employed the Teacher Leadership Team (TLT) and structures for fostering staff input into school decisions and initiatives are informal, are not well defined, or do not exist. Some relationships are guided by trust, but it is inconsistent across the school.</p>	<p>School leaders established the Teacher Leadership Team (TLT) and formal structures and regular opportunities for fostering staff input into school decisions are defined but may not be used to effectively build trusting relationships and two-way communication across staff and school teams.</p>	<p>School leaders formed the Teacher Leadership Team (TLT) and formal structures and regular opportunities for fostering staff input into school decisions and initiatives are in place and are used effectively to build trusting relationships and two-way communication across staff and school teams.</p>	<p>School leaders have formed a high functioning Teacher Leadership Team (TLT) and highly effective formal structures are in place to build positive and trusting staff relationships. Communication is two-way and conversations are transparent and honest. There are structures in place to ensure alignment between all school teams.</p>
1g: Fiscal Responsibility	<p>School leaders establish budget processes and systems and manage finances, people, and resources so they are aligned with school priorities and are focused on raising staff and student performance.</p>	<p>School leaders have not established effective budget processes and systems and do not, therefore, manage finances, people, and resources properly. Budgetary decisions are not aligned with school priorities and are not sufficiently focused on raising staff and student performance.</p>	<p>While budget processes and systems exist, they are not used with sufficient consistency by School Leaders and, as a result, they do not consistently manage finances, people and resources properly. At times, budgetary decisions are not well enough aligned with school priorities and are not always focused on raising staff and student performance.</p>	<p>School leaders establish budget processes and systems and manage finances, people, and resources so that they are aligned with school priorities and are focused on raising staff and student performance.</p>	<p>School leaders have established highly effective budget processes and systems and manage finances, people, and resources with great consistency and skill so they are tightly aligned with school priorities and are sharply focused on raising staff and student performance.</p>

Turnaround Practice #2: Intentional Practices for Improving Instruction

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
2a: Educator Feedback Systems	School leaders support the development of teachers with effective feedback and next steps based on frequent cycles of classroom observation and analysis of student work/data. The feedback provided to teachers reflects alignment with school-wide instructional priorities.	School leaders do not support the development of teachers by providing feedback and suggesting next steps for action. Classroom observations are infrequent and there is no systematic analysis of student work and data or alignment with school-wide instructional priorities.	School leaders do not support the development of teachers based on feedback and next steps for action with enough frequency. Classroom observations are too infrequent and there is too little systematic analysis of student work and data and/or alignment with school-wide instructional priorities.	School leaders support the development of teachers with effective feedback and the identification of next steps from frequent cycles of classroom observation and the systematic analysis of student work and data aligned with school-wide instructional priorities.	School leaders support the development of teachers with very precise feedback and detailed next steps. There are frequent cycles of carefully completed classroom observation and detailed and systematic analysis of student work and data take place regularly. Analysis and feedback are tightly aligned to school-wide instructional priorities.
2b: Aligned Feedback	Feedback to teachers by administrators, coaches, or peers accurately captures strengths, challenges, and next steps based on the teaching rubric and available Instructional Practice Guides. Feedback articulates clear expectations for teacher practice in alignment with school wide instructional priorities and teachers know what is expected of them based on feedback.	Feedback to teachers by administrators, coaches, or peers does not capture strengths, challenges, and next steps based on the teaching rubric and available Instructional Practice Guides. Feedback does not articulate clear expectations for teacher practice. School wide instructional priorities have not been identified or shared and teachers do not know what strategies they are expected to employ.	Feedback to teachers by administrators, coaches, or peers does not capture the strengths, challenges, and next steps well enough and is not based closely enough on the teaching rubric and available Instructional Practice Guides. Feedback does not consistently articulate clear expectations for teacher practice. School wide instructional priorities have not been identified with sufficient clarity and some teachers do not know what strategies they are expected to employ.	Feedback to teachers by administrators, coaches, or peers accurately captures strengths, challenges, and next steps based on the teaching rubric and available Instructional Practice Guides. Feedback articulates clear expectations for teacher practice in alignment with school wide instructional priorities and teachers know what is expected of them based on feedback.	All feedback to teachers by administrators, coaches, or peers very accurately captures strengths, challenges, and next steps based on the teaching rubric and available Instructional Practice Guides. Detailed feedback articulates clear expectations for teacher practice in very close alignment with school wide instructional priorities and teachers know precisely what is expected of them based on feedback.

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
2c: Teacher Input into PD	School leaders and the TLT have an effective system that uses aggregate teacher observation data to effectively design, facilitate, and execute PD.	School leaders and the TLT do not have an effective system that uses aggregate teacher observation data to plan and inform professional development. PD is not aligned to the needs of either the school or individual teachers.	While school leaders and the TLT do have a system that uses aggregate teacher observation data to plan and inform PD, it is not used with sufficient consistency. Much PD is not aligned or executed to match either school or personal goals.	School leaders and the TLT have an effective system that uses aggregate teacher observation data to effectively design, facilitate, and execute PD. PD is generally aligned to the needs of the school and the instructional staff.	School leaders and the TLT have a very effective system that uses aggregate teacher observation data to effectively design, facilitate, and execute high quality PD. PD is closely aligned to the needs of the school and staff.
2d: Talent Management	School leaders ensure there are systems and procedures in place to recruit, select, hire and retain the most effective staff and through mentoring from administrators and coaches, ensure the most effective staff members are given opportunities for advancement while other developing staff members have ongoing support tailored to their individual needs.	School leaders have not ensured that there are systems and procedures in place to recruit, select, hire and retain the most effective staff. There are no effective systems for mentoring and providing on-going support from administrators and coaches to ensure the most effective staff members are given opportunities for advancement and developing staff members have coaching tailored to their individual needs.	While there are systems and procedures in place to help School Leaders recruit, select, hire and retain the most effective staff, they are not implemented well enough. Mentoring and on-going support from administrators and coaches does not consistently ensure the most effective staff members are given opportunities for advancement and/or developing staff members have coaching tailored to their individual needs.	School leaders ensure that there are systems and procedures in place to recruit, select, hire and retain the most effective staff and through mentoring and on-going support from administrators and coaches, ensure that the most effective staff members are given opportunities for advancement while developing staff members have coaching tailored to their individual needs.	School leaders ensure that the systems and procedures in place to recruit, select, hire and retain the most effective staff are implemented with fidelity. Through mentoring and on-going support from administrators and coaches, school leaders ensure the most effective staff members are given opportunities for appropriately swift advancement while developing staff members receive intense and urgent coaching tailored to their individual needs.

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
2e: Instructional Team Effectiveness	The Instructional Leadership Team or TLT (depending on the unique design of school teams), consisting of School Leaders, Master Teachers and/or Lead Teachers, drive instructional improvement in the school by meeting on a weekly basis to observe and analyze teacher practice across the school and identify high-leverage professional development topics improve practice.	There is no effective Instructional Leadership Team or TLT (depending on the unique design of school teams) to drive instructional improvement in the school.	The Instructional Leadership Team or TLT (depending on the unique design of school teams) does not consistently drive instructional improvement in the school. Meetings are infrequent and too little time is taken to observe and analyze teacher practice across the school and identify high-leverage professional development topics to improve practice.	The Instructional Leadership Team or TLT (depending on the unique design of school teams), consisting of School Leaders, Master Teachers and/or Lead Teachers, drives instructional improvement in the school by meeting on a weekly basis to observe and analyze teacher practice across the school and identify high-leverage professional development topics to present to improve practice.	The Instructional Leadership Team or TLT (depending on the unique design of school teams), consisting of School Leaders, Master Teachers and/or Lead Teachers, is very effective in driving instructional improvement in the school. It meets frequently to carefully observe and analyze teacher practice across the school and identify, plane, and execute high-leverage professional development topics to improve practice.
2f: Opportunities for Collaboration	School leaders provide opportunities, such as PLCs, Grade Level Team Meetings, and Department Meetings for staff to regularly collaborate, modify curriculum, and plan lessons in response to emerging performance data and the needs of students.	School leaders do not provide opportunities, such as PLCs, Grade Level Team Meetings, and Department Meetings, for staff to collaborate, modify curriculum, and plan lessons in response to emerging performance data and the needs of students.	School leaders do not provide enough opportunities, such as PLCs, Grade Level Team Meetings, and Department Meetings, for staff to regularly collaborate, modify curriculum, and plan lessons in response to emerging performance data and the needs of students, or these opportunities are unfocused and unproductive in relation to student impact.	School leaders provide opportunities, such as PLCs, Grade Level Team Meetings, and Department Meetings for staff to collaborate, modify curriculum, and plan lessons in response to emerging performance data and the needs of students and these opportunities are focused and productive in relation to measurable student impact.	School leaders provide numerous high-quality opportunities, such as PLCs, Grade Level Team Meetings, and Department Meetings, for staff to regularly collaborate, modify curriculum, and plan lessons in response to emerging performance data and the needs of students. These opportunities are laser-focused and integrate regular evaluation of student impact correlated to the work of the PLC/team.

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
2g: Standards-Alignment	Across classrooms, teaching practices are aligned to the standards and reflect an articulated and commonly shared set of beliefs about how students learn best is informed by the teacher evaluation rubric, teacher feedback systems, and the instructional shifts required by the common core.	Teaching practices are not suitably aligned to the standards and do not reflect an articulated and commonly shared set of beliefs about how students learn best. Most teaching practices are not informed by the teacher evaluation rubric, teacher feedback systems, and the instructional shifts required by the common core.	Teaching practices are not consistently aligned to the standards and do not consistently reflect an articulated and commonly shared set of beliefs about how students learn best. Some teaching practices are not informed by the teacher evaluation rubric, teacher feedback systems, and the instructional shifts required by the common core.	Across classrooms, teaching practices are aligned to the standards and reflect an articulated and commonly shared set of beliefs about how students learn best and are informed by the teacher evaluation rubric, teacher feedback systems, and the instructional shifts required by the common core.	Across classrooms, teaching practices are tightly aligned to the standards and reflect a clearly articulated and commonly shared set of beliefs about how students learn best. This is effectively informed by the teacher evaluation rubric, teacher feedback systems, and the instructional shifts required by the common core.
2h: Outcomes for All	Across classrooms, teaching strategies consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and are moving toward or beyond grade level work performance.	Across classrooms, most teaching strategies do not provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks. As a result most students are not moving toward or beyond grade level work and performance.	Across classrooms, teaching strategies do not consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks. As a result, some students are not moving toward or beyond grade level work and performance.	Across classrooms, teaching strategies consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and are moving toward or beyond grade level work and performance.	Across all classrooms, teaching strategies consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks. As a result all students are making rapid progress and many are achieving and working above their grade level.
2i: Student ownership	Across classrooms, student work products and discussions demonstrate student ownership of the thinking.	Across classrooms, there are insufficient student work products and discussion opportunities and far too few occasions for students to demonstrate ownership of their thinking.	Across classrooms, incidence of student work products and discussion opportunities is inconsistent and, in some classes, there are too few well planned occasions for students to demonstrate ownership of their thinking.	Across classrooms, student work products and discussions demonstrate student ownership of the thinking.	Across classrooms, student work products and observed discussions demonstrate students have complete ownership of their thinking.

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
2j: Effective Assessment	Teachers regularly incorporate checks for understanding, both formal and informal, and use feedback to tailor instruction in real time to further student learning.	Teachers do not incorporate sufficient checks for understanding and do not, therefore, collect enough feedback to tailor instruction to further student learning.	Teachers do not consistently incorporate sufficient checks for understanding and do not always, therefore, collect enough feedback to tailor instruction in real time to further student learning.	Teachers regularly incorporate checks for understanding, both formal and informal, and use the feedback to tailor instruction in real time to further student learning.	Teachers regularly incorporate intentional and strategic checks for understanding. They make effective use of the feedback they gather to tailor instruction with precision in real time to further student learning.
2k: Targets for Planning	Department or grade level teams have clear instructional targets and priorities that inform daily teacher practice. Teachers can articulate how their actions align with these targets and priorities.	Neither department nor grade level teams have clear instructional targets and priorities that inform daily teacher practice. Teachers cannot articulate how their actions align with these targets and priorities.	Not all department or grade level teams have clear instructional targets and priorities that inform daily teacher practice. Some Teachers cannot articulate how their actions align with these targets and priorities.	Department or grade level teams have clear instructional targets and priorities that inform daily teacher practice. Teachers can articulate how their actions align with these targets and priorities.	Department or grade level teams have highly precise instructional targets and priorities that accurately inform daily teacher practice. Teachers can all clearly articulate how their actions align with these precision targets and priorities.
2l: Effective Planning	Teachers plan backwards from district and state assessments to ensure the scope and sequence includes the corresponding skills, strategies, strategies, content, and level of rigor.	Teachers do not plan backwards from district and state assessments to ensure the scope and sequence includes the corresponding skills, strategies, strategies, content, and level of rigor.	All Teachers do not consistently plan backwards from district and state assessments to ensure the scope and sequence includes the corresponding skills, strategies, strategies, content, and level of rigor.	Teachers plan backwards from district and state assessments to ensure the scope and sequence includes the corresponding skills, strategies, strategies, content, and level of rigor.	All Teachers consistently plan backwards from district and state assessments to ensure the scope and sequence includes all of the corresponding skills, strategies, content, and level of rigor.
2m: Aligned Curriculum & Planning	School leaders and faculty ensure that teaching practices and curricula are aligned to standards, integrate the common core shifts, and reflect purposeful decisions to build coherence and promote college and career readiness for all students.	School leaders and faculty do not ensure that curricula are aligned to standards. They do not ensure the integration of the instructional shifts, do not make sufficiently purposeful decisions to build coherence and to promote college and career readiness for all students.	School leaders and faculty do not consistently ensure that curricula are well enough aligned to standards. They do not consistently integrate the instructional shifts or make purposeful decisions to build coherence and promote college and career readiness for all students.	School leaders and faculty ensure that curricula are aligned to standards, integrate the instructional shifts, and make purposeful decisions to build coherence and promote college and career readiness for all students.	School leaders and faculty diligently ensure that curricula are fully aligned to standards They skillfully integrate the instructional shifts, and make purposeful decisions to build coherence and promote college and career readiness for all students.

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
2n: Rigorous Tasks	Curricula, instructional approaches, and academic tasks implemented across grades/subjects consistently emphasize rigorous cognitive engagement, intentional growth mindset, and higher-order skills for all students, including ELLs and SWDs.	Curricula, instructional approaches, and academic tasks implemented across grades/subjects do not emphasize rigorous cognitive engagement, intentional growth mindset, and higher-order skills for all students, including ELLs and SWDs.	Curricula, instructional approaches, and academic tasks implemented across grades/subjects do not consistently emphasize rigorous cognitive engagement, intentional growth mindset, and higher-order skills for all students, including ELLs and SWDs.	Curricula, instructional approaches, and academic tasks implemented across grades/subjects consistently emphasize rigorous cognitive engagement, intentional growth mindset, and higher-order skills for all students, including ELLs and SWDs.	Curricula, instructional approaches, and academic tasks implemented across grades/subjects consistently emphasize very rigorous cognitive engagement, intentional growth mindset, and higher-order skills for all students, including ELLs and SWDs.
2o: Maximizing Time	Students are following a clear set of efficient and effective classroom routines and procedures consistently implemented by teachers across the school.	Students do not generally follow classroom routines and procedures.	Students do not consistently follow classroom routines and procedures as they are not consistently implemented by teachers across the school.	Students are following a clear set of efficient and effective classroom routines and procedures consistently implemented by teachers across the school.	Students all follow a clear set of efficient and effective classroom routines and procedures consistently and thoughtfully implemented by all teachers across the school.
2p: Analyzing Assessments / Student	Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, typically resulting in improved teacher practice and progress toward goals for groups of students.	Teacher teams do not analyze assessment data and student work for students they share or on whom they are focused. As a result, there is little or no improvement in teacher practice and little progress is made toward student goals.	Teacher teams do not consistently analyze assessment data and student work for students they share or on whom they are focused. As a result, improvement in teacher practice is sporadic and inconsistent progress is made toward student goals.	Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, typically resulting in improved teacher practice and progress toward goals for groups of students.	Teacher teams consistently and rigorously analyze assessment data and student work for students they share or on whom they are focused, typically resulting in significantly improved teacher practice and rapid progress toward goals for groups of students.

Turnaround Practice #3: Student-Specific Supports and Instruction to All Students

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
3a: Intervention Systems and Implementation	<p>Students are scheduled flexibly to receive up to three regular doses of intervention support with intentional frequency, duration, and focus aligned to individual student need and based on real-time data and progress monitoring. Targeted interventions are personalized for each learner and are delivered in three distinct “tiers” during primary core instruction, specialized secondary intervention classes, and/or intense tertiary intervention groups.</p>	<p>Students are scheduled in fixed interventions or support groups/classes, with insufficient frequency, duration, or focus, making it impossible to address changing individualized needs based on real-time data and progress monitoring. There is no system to identify appropriate interventions matched to the personalized needs of students and interventions are not delivered in three distinct “tiers” during primary core instruction, specialized secondary intervention classes, and/or intense tertiary intervention groups.</p>	<p>Students are scheduled in fixed interventions or supports with sporadic or unintentional frequency, duration, or focus, and only have access to flexible grouping <i>within</i> each intervention or support group/class, making it difficult to address changing individualized needs based on real-time data and progress monitoring. Identified interventions are generalized or unrelated to individual student data and are rarely delivered in three distinct “tiers” during primary core instruction, specialized secondary intervention classes, and/or intense tertiary intervention groups.</p>	<p>Students are scheduled flexibly to receive up to three regular doses of intervention support with intentional frequency, duration, and focus aligned to individual student need based on real-time data and progress monitoring. Targeted interventions are personalized for each learner and are delivered in three distinct “tiers” during primary core instruction, specialized secondary intervention classes, and/or intense tertiary intervention groups.</p>	<p>Students are scheduled and adjusted flexibly by an Intervention Team to receive up to three regular doses of intervention support with highly intentional frequency, duration, and focus aligned to individual student need based on real-time data and progress monitoring. Targeted interventions are identified and monitored by the team so they are tightly personalized for each learner and delivered in three distinct “tiers” during primary core instruction, specialized secondary intervention classes, and/or intense tertiary intervention groups.</p>

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
3b: Progress Monitoring Interventions	An Intervention Team carefully monitors student progress resulting from three tiers of intervention. Teams use carefully identified entrance and exit criteria to make decisions on tier dosage and distinct, research-based types of intervention delivered in each dose. Progress monitoring informs teams decisions to ensure selected interventions yield measurable student impact within 8-12 weeks. Teams identify any teacher support needed to make intervention delivery successful.	There is no Intervention Team in place to effectively monitor student progress resulting from three tiers of intervention. There are no carefully identified entrance and exit criteria to make decisions on tier dosage and distinct, research-based types of intervention delivered in each dose. Progress monitoring does not inform teams decisions to ensure selected interventions yield measurable student impact within 8-12 weeks and/or there is no mechanism to identify teacher support needed to make intervention delivery successful.	There is an Intervention Team in place to effectively monitor student progress resulting from intervention but there are no carefully identified entrance and exit criteria to make decisions on tier dosage and distinct, research-based types of intervention delivered in each dose. Progress monitoring is infrequent or inconsistent and, as a result, minimally informs teams decisions to ensure selected interventions yield measurable student impact within 8-12 weeks and/or there is little opportunity for the team to identify teacher support needed to make intervention delivery successful.	An Intervention Team carefully monitors student progress resulting from three tiers of intervention. Teams use carefully identified entrance and exit criteria to make decisions on tier dosage and distinct, research-based types of intervention delivered in each dose. Progress monitoring informs teams decisions to ensure selected interventions yield measurable student impact within 8-12 weeks. Teams identify any teacher support needed to make intervention delivery successful.	An Intervention Team meets weekly to carefully monitor student progress resulting from three tiers of intervention. The team uses an intentional protocol to observe intervention practices, analyze resulting data, make adaptive decisions, and evaluate effectiveness of ongoing interventions. Teams use carefully identified entrance and exit criteria to make decisions on tier dosage and distinct, research-based types of intervention delivered in each dose and set ambitious targets for individualized student improvement relative to the criteria. Progress monitoring informs teams decisions to ensure selected interventions yield measurable student impact within 8-12 weeks. Teams identify and deliver any teacher support needed to make intervention delivery successful.
3c: Use of Time for Intervention	Students are scheduled for classes and interventions aligned with their immediate needs AND are scheduled in additional core, intervention, remedial, or recovery courses as needed to ensure on time promotion and eventual graduation.	Students are not generally scheduled for classes and interventions aligned with their immediate needs AND are generally scheduled in additional core, intervention, remedial, or recovery courses as needed to ensure on time promotion and eventual graduation.	Some students are not scheduled for classes and interventions aligned with their immediate needs AND are not all scheduled in additional core, intervention, remedial, or recovery courses as needed to ensure on time promotion and eventual graduation.	Students are scheduled for classes and interventions aligned with their immediate needs AND are scheduled in additional core, intervention, remedial, or recovery courses as needed to ensure on time promotion and eventual graduation.	Students are all scheduled in courses aligned with their immediate needs AND, as required they are scheduled in additional remedial courses that are moving them closer to on time promotion and eventual graduation.

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
3d: Regrouping & Appropriate Intervention	Teachers actively use results of assessments in their classrooms to tailor instruction to the needs of students, and group students to ensure they are receiving instruction aligned with their changing needs and zone of proximal development.	Teachers do not use results of assessments in their classrooms to tailor instruction to the needs of students. They do not group students to ensure they are receiving instruction that is aligned with their changing needs and zone of proximal development.	Teachers do not consistently use results of assessments in their classrooms to tailor instruction to the needs of students. Teachers do not consistently group students to ensure they are receiving instruction aligned with their changing needs zone of proximal development.	Teachers actively use results of assessments in their classrooms to tailor instruction to the needs of students, and group students to ensure they are receiving instruction aligned with their changing needs and zone of proximal development.	Teachers skillfully use the results of assessments in their classrooms to carefully tailor instruction to the needs of students. They group and monitor students to ensure they are receiving instruction aligned with their changing needs and zone of proximal development.
3e: Quality intervention curriculum	Curricula, interventions, and academic tasks as implemented in the school are planned and refined using student work and data so that a diversity of learners, particularly ELLs and SWDs, have access to the learning and are cognitively engaged.	Curricula, interventions, and academic tasks as implemented in the school are not planned and refined using student work and data. As a result, all learners, particularly ELLs and SWDs, do not have access to appropriate learning and are not cognitively engaged.	Curricula, intervention, and academic tasks as implemented in the school are not consistently planned and refined using student work and data. As a result, some learners, particularly some ELLs and SWDs, do not have access to the learning and are not cognitively engaged.	Curricula, interventions, and academic tasks as implemented in the school are planned and refined using student work and data so that a diversity of learners, particularly ELLs and SWDs, have access to the learning and are cognitively engaged.	Curricula, interventions, and academic tasks as implemented in the school are very carefully planned and refined using student work and data so all students have full access to the learning and are cognitively engaged throughout all lessons.
3f: Social-emotional Intervention	Structures, are in place to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs.	Structures, such as advisory, are not yet in place to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning need.	Structures, such as advisory, are not yet consistently in place to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student needs.	Structures, such as advisory, are in place to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs.	Structures, such as advisory, are fully established and ensure that each student is known well by at least one adult. This person takes particular care to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that are carefully aligned with student needs.

Turnaround Practice #4: Climate and Culture for Students, Families, and the Community

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
4a: Positive School Culture	The school’s approach to culture-building, discipline, and social-emotional support results in a safe environment and inclusive culture conducive to student and adult learning. Students and adults treat each other respectfully and student voice is encouraged/sought out, welcomed, and valued.	The school’s approach to culture-building, discipline, and social-emotional support does not result in a safe environment and an inclusive culture conducive to student and adult learning. Students and adults do not generally treat each other respectfully and student voice is not encouraged/sought out, welcomed, and valued.	The school’s approach to culture-building, discipline, and social-emotional support does not consistently result in a safe environment. In some classes, there is not an inclusive culture conducive to student and adult learning. Students and adults do not always treat each other respectfully and student voice is not always encouraged/sought out, welcomed, and valued.	The school’s approach to culture-building, discipline, and social-emotional support results in a safe environment and inclusive culture conducive to student and adult learning. Students and adults treat each other respectfully and student voice is encouraged/sought out, welcomed and valued.	The school’s approach to culture-building, discipline, and social-emotional support results in a very safe environment. This culminates in a highly inclusive culture conducive to student and adult learning. Students and adults treat each other with overt, intentional respect and student voice is routinely and actively encouraged/sought out, welcomed, and valued.
4b: Effective Team Culture	Teacher teams and staff establish a culture based on mutual respect that consistently communicates high expectations for all students and offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level.	Teacher teams and staff have not yet established a culture based on mutual respect that consistently communicates high expectations for all students and offers detailed feedback and guidance.	Teacher teams and staff do not consistently establish a culture based on mutual respect that consistently communicates high expectations for all students and offers feedback and guidance that prepare students for the next level.	Teacher teams and staff establish a culture based on mutual respect that consistently communicates high expectations for all students and offer feedback and supports that prepare students for the next level.	Teacher teams and staff establish a culture based on mutual respect that consistently communicates high expectations for all students and offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level.
4c: Maximizing Time	School leaders develop and implement processes and schedules that enable the school to run smoothly and maximize the instructional time available so that teachers and support staff can focus on raising student achievement.	School leaders have not developed and implemented processes and schedules that enable the school to run smoothly. As a result instructional time is not maximized and teachers and support staff cannot focus their full attention on raising student achievement.	While school leaders have developed processes and schedules that should enable the school to run smoothly, this is not consistently the case. Instructional time available to teachers and support staff is not always maximized and not enough time is focused on raising student achievement.	School leaders develop and implement processes and schedules that enable the school to run smoothly and maximize the instructional time available so that teachers and support staff can focus on raising student achievement.	School leaders have developed and implemented very effective processes and schedules that enable the school to run smoothly and maximize the instructional time available so that teachers and support staff can focus their full attention on raising student achievement.

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
4d: Behavioral Norms	Students are following routines and procedures outside of classrooms (entry, dismissal, passing time, lunch room, school events) that are consistently articulated by teachers and school staff.	Students do not generally follow routines and procedures outside of classrooms (entry, dismissal, passing time, lunch room, school events) since they are not generally known and articulated by teachers and school staff.	Some students are not following routines and procedures outside of classrooms (entry, dismissal, passing time, lunch room, school events) because they are not consistently known and articulated by teachers and school staff.	Students are following routines and procedures outside of classrooms (entry, dismissal, passing time, lunch room, school events) that are consistently articulated by teachers and school staff.	Students are diligently and respectfully following routines and procedures outside of classrooms (entry, dismissal, passing time, lunch room, school events) that are consistently articulated by teachers and school staff.
4e: Professional Learning Culture	School leaders ensure the school is a professional learning community by providing frequent, high-quality opportunities for staff to continue their professional development within the school and in the wider educational community.	School leaders do not ensure the school is a professional learning community since there are rarely opportunities for staff to continue their professional development within the school and in the wider educational community.	School leaders do not consistently ensure the school is a professional learning community by providing few regular, high-quality opportunities for staff to continue their professional development within the school and in the wider educational community.	School leaders ensure that the school is a professional learning community by providing frequent, high-quality opportunities for staff to continue their professional development within the school and in the wider educational community.	School leaders ensure that the school is a professional learning community by providing and differentiating frequent, cohesive, high-quality opportunities for staff to continue their professional development within the school and in the wider educational community.
4 f: Families as Partners	School leaders and teachers design structures and processes that encourage families and community members to engage as partners in raising student achievement.	School leaders and teachers have not yet designed structures and processes that encourage families and community members to engage as partners in raising student achievement.	School leaders and teachers do not consistently implement the structures and processes designed to encourage families and community members to engage as partners in raising student achievement.	School leaders and teachers consistently implement structures and processes that encourage families and community members to engage as partners in raising student achievement.	School leaders and teachers are highly effective in implementing a comprehensive range of structures and processes that regularly encourage families and community members to engage as partners in raising student achievement.

	STANDARD OF PRACTICE	Beginning	Developing	Established	Transformational
4g: Effective Communication	School leaders and teachers design and utilize formal and informal communication to build relationships with families and ensure they are kept informed about the academic and personal progress of students.	School leaders and teachers have yet to design effective communication channels to build relationships with families and ensure that they are kept informed about the academic and personal progress of their students.	School leaders and teachers do not consistently utilize the communication channels that exist to build relationships with families and ensure that they are kept informed about the academic and personal progress of students.	School leaders and teachers design and utilize formal and informal communication to build relationships with families and ensure they are kept informed about the academic and personal progress of students.	School leaders and teachers design and utilize highly effective formal and informal communication to build strong relationships with families and ensure they are kept well informed about the academic and personal progress of students.
4h: Celebrating Success	School leaders invite and encourage family and community members to celebrate student achievement and school successes so they feel involved in the life of the school as a learning community.	School leaders do not generally invite and encourage family and community members to celebrate student achievement and school successes. As a result, they do not feel involved in the life of the school as a learning community.	School leaders are not consistent in inviting and encouraging family and community members to celebrate student achievement and school successes. As a result, many do not feel involved in the life of the school as a learning community.	School leaders invite and encourage family and community members to celebrate student achievement and school successes so they feel involved in the life of the school as a learning community.	School leaders take great care to actively invite and encourage family and community members to celebrate student achievement and school successes. In this way, they ensure family members feel extensively involved in the life of the school as a learning community.
4i: Engaging Families in	School leaders and teachers collaborate with families in the development, implementation, and ongoing support of student learning goals.	School leaders and teachers do not collaborate with families in the development of student learning goals.	School leaders and teachers do not consistently collaborate with families in the development, implementation, and ongoing support of student learning goals.	School leaders and teachers consistently collaborate with families in the development, implementation, and ongoing support of student learning goals.	School leaders and teachers collaborate very effectively with students and their families in the development, implementation, and ongoing support of student learning goals.
4j: Responsiveness	School leaders and teachers respond to any concerns in a professional and timely manner and involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness.	School leaders and teachers do not generally respond quickly enough to concerns raised by families and do not involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness.	School leaders and teachers do not consistently respond to any concerns in a professional and timely manner and do not always involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness.	School leaders and teachers respond to any concerns in a professional and timely manner and involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness. Translation support is provided for families whose first language is not English.	School leaders and teachers respond to any concerns in a professional and timely manner and frequently involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness, to excellent effect. Translation support is provided for families whose first language is not English.