

District and School Turnaround Delivery Plan

June 29, 2011

State goal: Turn around underperforming schools and districts so that all students have access to high-quality learning opportunities that prepare them for successful futures.

State strategy: The Office of District and School Turnaround operates on a theory of action that posits that if the state supports districts in using a continuous cycle of improvement to turn around their lowest performing schools, then districts will strengthen the district systems of support necessary to continuously improve school performance. Approximately 80% of the Commonwealth's lowest performing schools are located in the ten Commissioner's Districts (largest urban districts). These districts are believed to be large enough to sustain an infrastructure to manage, oversee, and support the improvement of standards-based teaching and learning for all students in their districts. Since 2007-2008, the Office of Urban and Commissioner's Districts (UDA) has been charged with providing customized support to the Commissioner's Districts to enhance their capacity to support high need schools, in addition to all other schools in these districts. To this end, UDA assistance, activities, tools, and resources are purposefully designed to complement and strengthen district capacity to guide and monitor school improvement. In early 2011, the Office of District and School Turnaround was created to administer those functions previously performed by the UDA office as well as additional "turnaround" responsibilities in the Center for Targeted Assistance including Race to the Top-funded initiatives, state turnaround plans, and federal School Redesign Grant administration and implementation.

Targets: The state's turnaround efforts will be measured by three targets:

1. Turnaround the state's lowest-performing schools and districts, as measured by:
 - 75% of the first cohort of Level 4 schools meeting exit criteria by 2014
 - 100% of the first cohort of Level 4 schools meeting exit criteria by 2016
 - Measure for percent of Level 4 districts existing status?
2. Significantly narrow proficiency gaps:
 - Close the gap between the performance of SPED students statewide and SPED students in level 4 schools. This will be accomplished through a 10 point gain in SGP among Level 4 students from 2010-2014.
 - Close the performance gap between LEP students statewide and those in Level 4 schools. This will be accomplished through a 10 point gain in SGP among Level 4 students from 2010 to 2014.
 - MEPA target was set at a 10 percentage point increase from 2010 to 2014 among Level 4 students.
3. Raise the Floor: Improve overall student outcomes in turnaround districts:
 - 58 of the lowest performing and slowest growing schools in each Level 4 district will be monitored (internally only) by the delivery unit.

Figure A: Significantly Narrow Proficiency Gaps, Level 4 Subgroup Targets

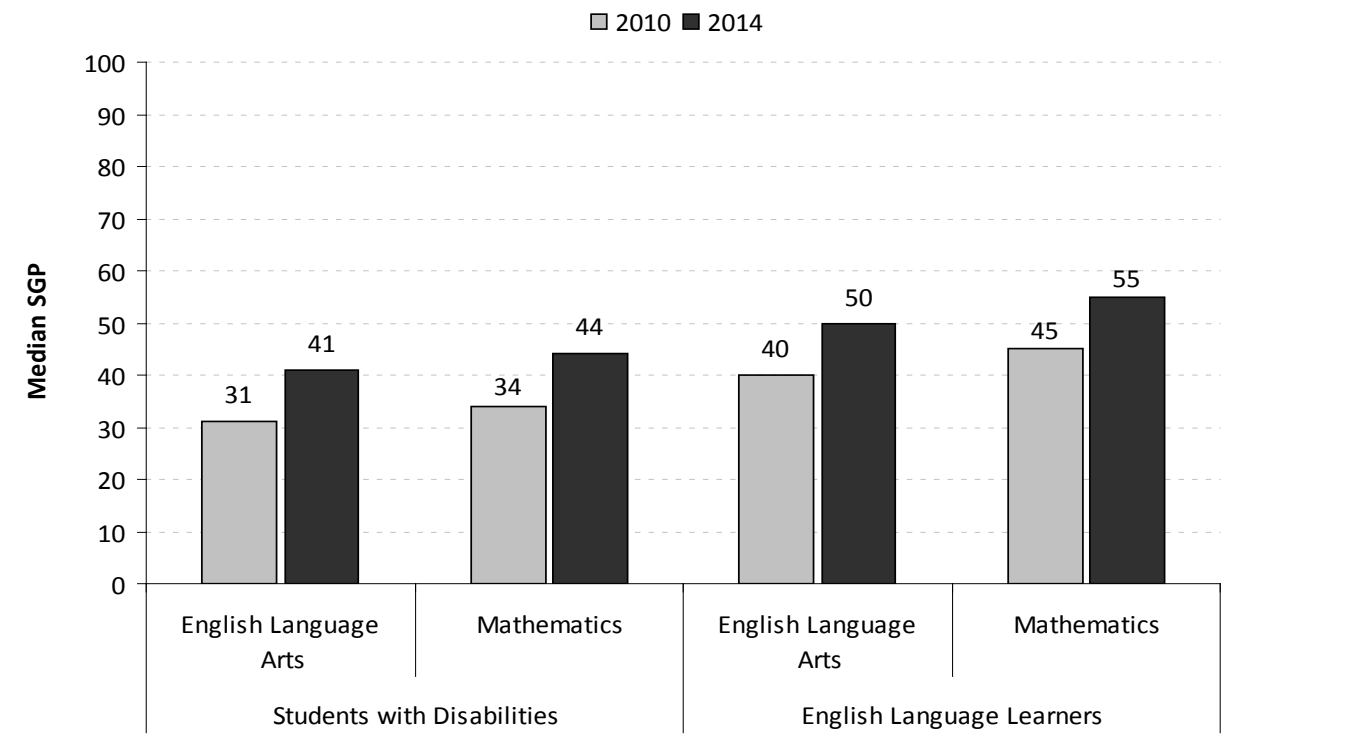


Figure B: Significantly Narrow Proficiency Gaps, Level 4 MEPA Target

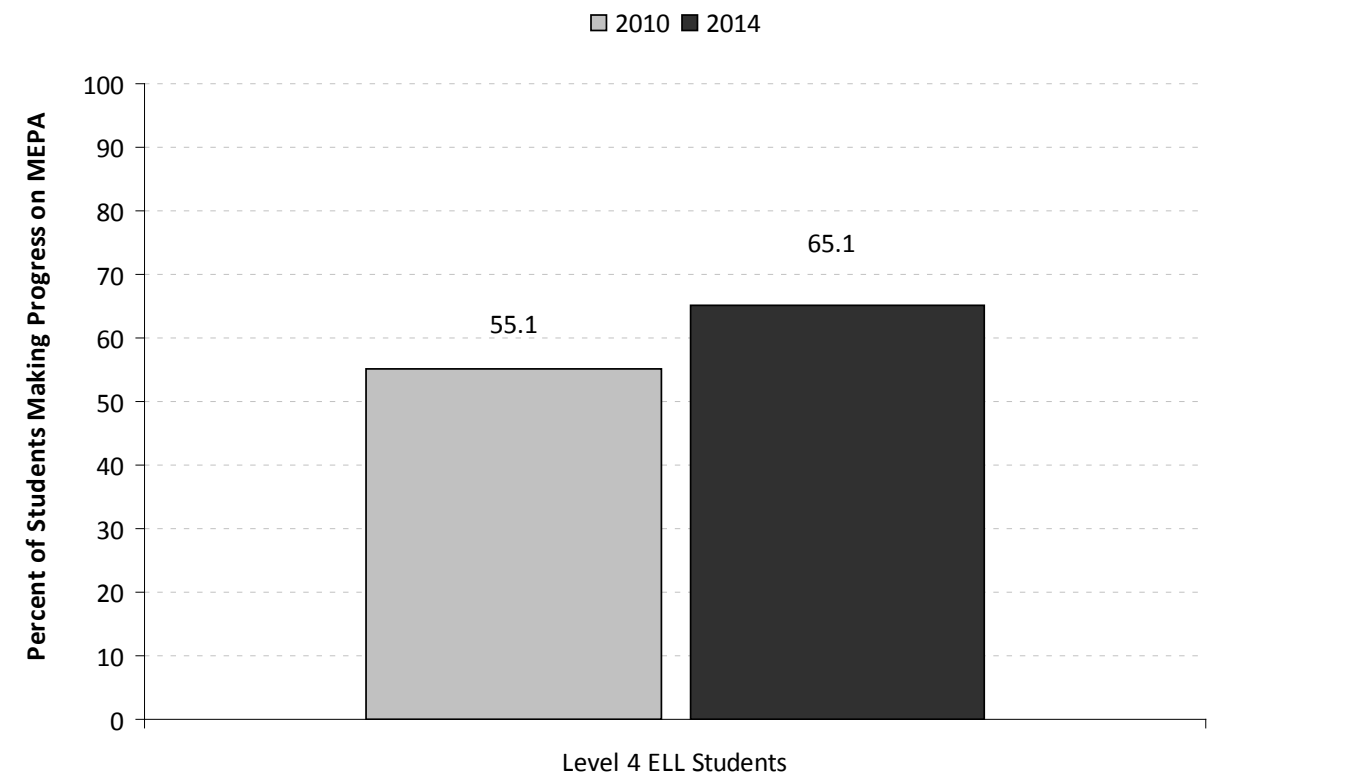
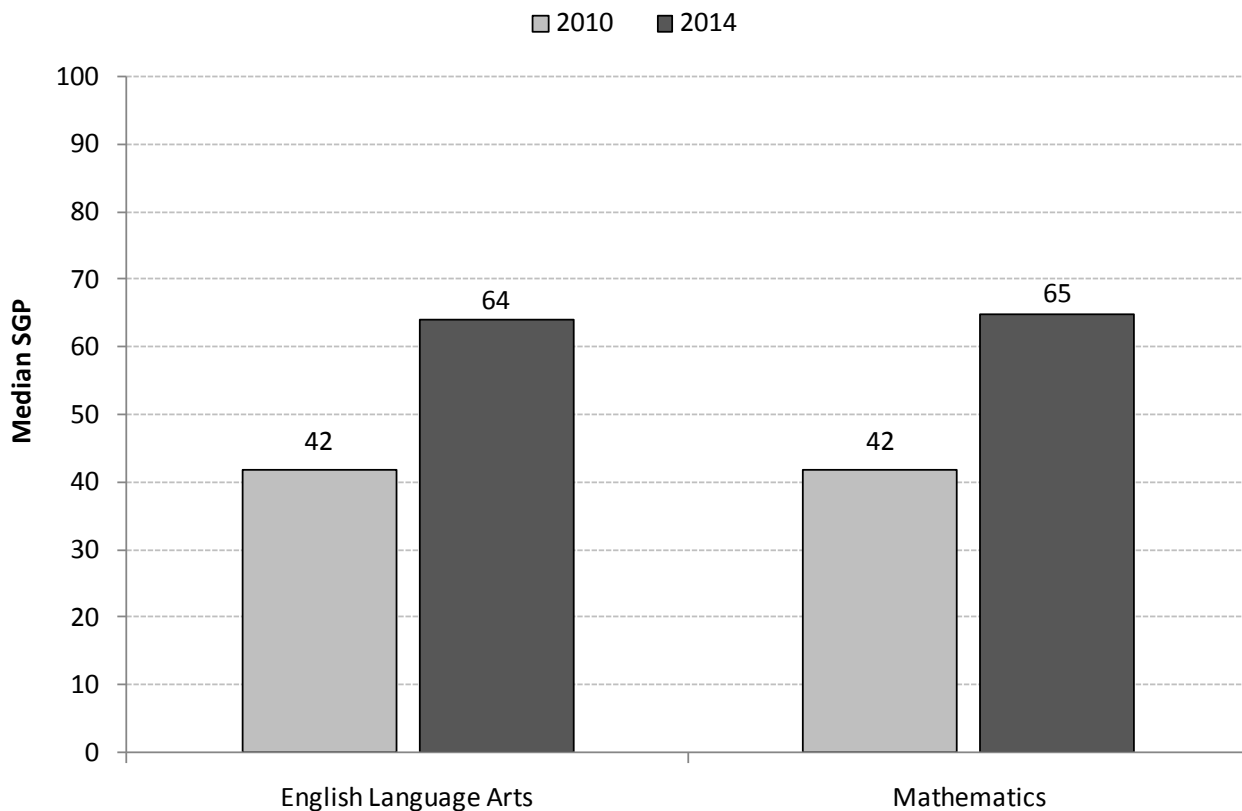


Figure C: Improve Overall Student Outcomes in Turnaround Districts, Raise the Floor Target



Target selection: School and district turnaround is challenging work that involves the efforts of everyone in the system, from the classroom to the superintendent. The targets that have been chosen reflect the important work that must take place in order to improve student learning outcomes in individual Level 4 schools, as well as to improve district-wide systems that support student learning throughout all the schools in a district.

Since implementation of landmark education reform legislation enacted in January 2010, the state has identified 35 underperforming schools, or Level 4 schools. These schools have been targeted for aggressive intervention through a turnaround plan developed in collaboration with the superintendent, the school committee, the local teachers' union, administrators, teachers, community representatives, and parents. If, after three years, these schools are not improving rapidly, demonstrated by meeting three exit criteria, ESE will intervene to ensure that all students attain high levels of achievement.

Level 4 schools can move out of Level 4 status by fulfilling three criteria:

- Increase in student achievement for three years for students overall and for each subgroup of students, as shown by MCAS results and student growth; reduction in the proficiency gap; and an increase in graduation rate and a greater percentage of graduates enrolled in higher education within one year of graduation (high schools).
- Evidence that the conditions are in place at the school level to sustain that improvement.
- Evidence that the conditions are in place at the district level to sustain that improvement.

ESE will provide targeted assistance to these schools and districts in order to support their turnaround efforts. The efficacy of this support will be evident in large part by the number of these schools that exit Level 4 status within three years.

Level 4 *districts* are identified by qualitative and quantitative indicators. Qualitatively, districts may be identified through a district review, or districts with one or more schools among the lowest-performing and least improving 2% can be designated as Level 4 districts based upon this quantitative indicator. Level 4 districts identified through a district review must develop a Level 4 District Plan addressing priority District Standards and Indicators. Level 4 districts with one or more Level 4 schools must complete Turnaround Plans for each of its Level 4 schools. The Department will assign an Accountability Monitor to monitor district planning and improvement and an Assistance Liaison to coordinate interventions, including grant funding. As with Level 4 schools, the efficacy of this support will be evident in part by the number of these districts that exit Level 4 status within three years.

Providing additional targets that focus on specific subgroups emphasizes the importance of providing attention and support to our most vulnerable students. In addition, many curricular, instructional, and support strategies that benefit English language learners and students with identified special needs also benefit general education students. By focusing more efforts on improving instruction and interventions for these students, a school or district will likely equip teachers and other educators to provide higher quality learning experiences for all students with whom they work. We believe that with the additional targeted support, Level 4 schools will be able to achieve the same level of success with their English language learners and students with identified special needs as do the remainder of the schools in the Commonwealth. Due to the high percentage of students from low-income families in these districts and schools, it was determined that a specific indicator for these students was unnecessary.

While progress in targeted Level 4 schools is central to our turnaround efforts, we will also pay close attention to a district's capacity to provide a quality education for students in *all* of its schools. In particular, we want to be sure that a district's focus on the Level 4 schools does not detract from the success of other high-need schools in the system. Thus while we will closely monitor the learning outcomes in Level 4 schools, we will also monitor outcomes in the Level 3 schools that are the next-lowest performing in the district – those that may be on the cusp of being identified as Level 4 schools. This represents our belief that the systems and capacity that a district develops to serve its lowest-performing schools should, at minimum, not have any negative impact on other schools within the district, and ideally should result in a greater capacity to provide support for all schools. Over time, the Commonwealth expects that the gap between the highest and lowest performing schools will dramatically narrow, meaning that the lower-performing schools of the future will be performing much better than those of today.

Priority projects, leadership, and management: The Executive Sponsor for the District and School Turnaround Delivery Plan is Deputy Commissioner Karla Baehr. The following table includes the “priority projects” of this Delivery Plan and the Project Managers responsible for each.

Priority Projects	Project Managers
Establish and sustain district and school capacity for strategic planning and implementation support through the following projects:	
1) School Redesign Grants	Erica Champagne
2) Turnaround Plans	Jesse Dixon
3) Grants Integration	Lynda Foisy
4) Level 4 District Plans	Eva Mitchell
5) Priority Partners	Erika Werner
6) Implement Wraparound Zone Grant	Rebecca Shor
7) Provide tiered instruction support for ELL and SPED	Erika Werner & Special Projects Manager for ODST
8) Educator Evaluation and TIF	Karla Baehr (w/Claudia Bach)
9) Design and execute Level 5 school “Game Plan”, including identifying, incubating, and matching L4 and L5 school operators and lead partners	Jesse Dixon

Timeframe for changes among priority projects: The following table depicts the time periods of implementing substantive policy or programmatic changes at the Department. After the shaded time period is complete it is expected the project will be operating as “business as usual.” (TBD)

Project	Calendar Year															
	2011				2012				2013				2014			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
School Redesign Grants			*			*										
Turnaround Plans			*			*										
Grants Integration										*						
Level 4 District Plans						*										
Priority Partners						*										
Wraparound Zone Grant						*										
Tiered Instruction Support (SPED & ELL)										*					*	
Educator Evaluation and TIF										*						
Level 5 School “Game Plan”						*										

* = start of impact on targets

Introduction to the *District and School Turnaround Delivery Plan* Process: Many projects managed by the Department, and particularly the Office of District and School Turnaround, will have an effect on efforts to improve the state's lowest-performing schools and districts. The projects identified as priorities for reaching the target were selected due to their potential for: 1) substantially affecting the targets in the near future; and 2) supporting broader systemic impact. In fact, many other projects not listed here are likely to have a substantial impact on school and district turnaround in the long term, such as: implementation of the new Educator Evaluation Framework, implementation of the new MA Curriculum Frameworks, incorporating the Common Core State Standards, ESE/EEC literacy initiatives, and the pre-AP training initiative.

Grants and state-required plans are two significant levers by which the Department can communicate priorities, focus attention, and streamline efforts related to school and district turnaround. Recent analysis of the Measurable Annual Goals in the turnaround plans showed that of the goals that were left to districts to determine, 82% were based verbatim on guidance the Department had provided. This suggests that thoughtful and strategic planning, support, and implementation of these processes can have a direct impact on district practice.

Common Risks: The following list summarizes the risks that are common across all of the priority projects and the Delivery Plan as a whole.

- 1) Level 3 schools may partner with Priority Partners at the expense of Level 4 schools.
- 2) More districts may want to contract with Priority Partners than is feasible.
- 3) Wraparound Zone Grants could easily become another program that districts are running, rather than an opportunity to shift district and school practice.
- 4) Many different stakeholders are interacting with and influencing districts, schools, and students through a complex array of services. This complexity may be difficult to manage effectively.
- 5) It may be challenging to foster cross-unit collaboration.

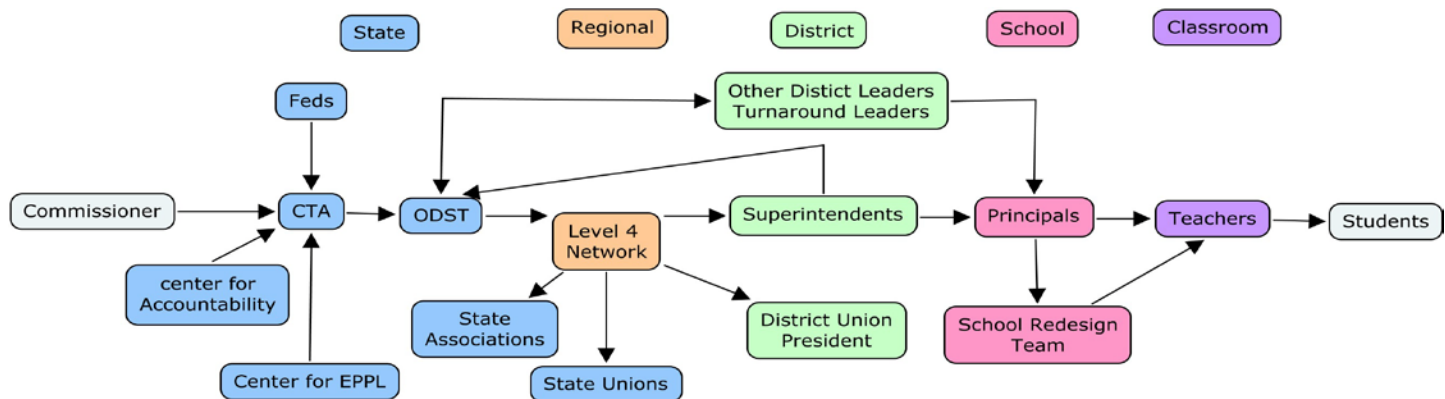
1. School Redesign Grants

Project Description	<p>An <i>Act Relative to the Achievement Gap</i>, signed into law in January 2010, established a new process and intervention powers for improving the performance of the state's lowest performing schools. Through a combination of federal funds available through Title I Section 1003(g) (SIG) and the American Recovery and Reinvestment Act (ARRA), grant funding is available to eligible Massachusetts schools to engage in school turnaround work, redesigning the way they operate by implementing one of four federally defined school intervention models-Turnaround, Restart, Transformation, or Closure. Massachusetts refers to this competitive grant process as the School Redesign Grant (SRG) process. To the extent possible, ESE is consolidating and integrating federal grant and state statutory requirements in order to simplify the planning and school redesign process for districts with Level 4 schools through the use of SRG funding.</p>
Project Leadership	Jesse Dixon, Erica Champagne, Tri Phuong
Project Scope	<p>Based on a combination of Massachusetts' FY09 federal School Redesign Grant (SRG) allocation and funds allocated through the American Recovery and Reinvestment Act (ARRA), a total of up to \$55,192,562 is available for expenditure from FY2011 to FY2015 (through August 31, 2014). As of May 2011, 30 of the state's lowest performing schools from 10 districts have been awarded SRG funding. Average award amounts per school are \$1.5 million to be spent on turnaround efforts for three years. Another round of the competitive grant process is anticipated for the fall/winter of 2011.</p>
Project Activities	<p>The School Redesign grant has three key phases: original application process and awards, yearly Monitoring Site Visits of SRG schools to assess progress, and yearly renewal application process to be eligible for continued funding. The three components of the grant are aligned and designed to continually monitor progress toward the schools' goals and benchmarks, with the eventual goal of "turning around" funded schools.</p> <p>Original Grant Application Process: Districts with Level 4 underperforming schools are invited to participate in the competitive process. Many districts with Level 3 schools are also eligible to compete for the grants under federal guidelines. To apply, districts and schools develop proposals, called Redesign Plans, detailing how they would use the funds to adopt and implement one of four federally funded redesign models to improve student learning: (1) the Transformation model, which requires increased learning time and new evaluation systems for principals and teachers; (2) the Turnaround model, which requires that at least 50 percent of the staff be new to the school; (3) the Restart model, which requires an educational management or charter organization to assume primary responsibility for turning around the school; and (4) School Closure.</p> <p>Following a comprehensive review process that includes face-to-face interviews with district and school officials and an assessment of their capacity to do the work necessary to improve student achievement over the next three years, the Department selects schools for funding.</p> <p>Monitoring Site Visits Once awarded funding, schools and districts participate in a yearly Monitoring Site Visit. The purpose of the first visit is to collect baseline data from the school and to provide schools with formative feedback in support of turnaround efforts. The purpose of subsequent spring visits is to analyze the implementation of School Redesign Grant (SRG) goals and benchmarks as outlined in the original Redesign Plan in order to help districts and schools understand where implementation is successful or lagging and, also, how plans for years two/three can be improved. The MSV will also collect data necessary for a Year Three school accountability review.</p>

	SRG Renewal Application Process: At the end of each year, after Monitoring Site Visits, districts and schools must complete a SRG Renewal Application. The renewal process has dual goals: (1) to provide an opportunity for districts and schools to reflect upon successes and challenges of the past year and describe strategies planned to be implemented in Years Two/Three and (2) to formally review the progress of SRG-funded schools in reference to stated goals and implementation benchmarks to determine funding for Years Two/Three.		
Project Timeline	Cohort I	12 schools from 3 districts	2010-2013
	Cohort II	18 schools from 8 districts	2011-2014
	Cohort III	TBD	2012-2015
	Monitoring Site Visits		Winter/Spring yearly
	Renewal Applications		Spring yearly
Project Stakeholders	Superintendents, assistant superintendents, and principals of eligible schools, the Level 4 Schools Network (L4N), ODST staff and Center for Targeted Assistance staff. Stakeholders are informed of key SRG related news, updates, and assistance opportunities via the L4N or directly via ODST staff.		
Effects on the Target	Districts and schools will use the infusion of funds for three years to build their capacity to turn around low-performing schools and to sustain over time systems created that prove to increase student performance.		
Performance Management	Several indicators will be used to assess the progress of SRG funded schools:		
	Monitoring Site Visits (MSVs) – MSVs will be conducted annually to analyze the implementation of School Redesign Grant (SRG) goals and benchmarks as outlined in the original Redesign Plan. The MSVs also align to the <i>Level 4 Schools</i> monitoring requirements under <i>An Act Relative to the Achievement Gap</i> . If areas of weakness are evidenced in a MSV, the ESE will provide assistance to move the school and district toward improvement. ESE will also look across MSV reports to identify common areas where performance is lagging in schools and develop supports to address those areas.		
	SRG Renewal Application Process – The SRG Renewal Application provides schools and districts with tools to reflect upon the previous year’s turnaround efforts, make mid-course corrections, and improve benchmarks, while providing ESE the opportunity to formally review the progress of SRG-funded schools in reference to stated goals and implementation benchmarks to determine funding for Years Two/Three.		
	Measurable Annual Goals (MAGs) Collection and Reporting – A cross-unit ESE team will collect, analyze, and report back to schools, districts, and the federal government data on measurable annual goals toward performance targets as well as targets for student rates, college/career readiness, and school culture. The MAGs for each school were generated with assistance from the ESE and were approved as part of the original Redesign Plan. If a school does not meet MAGs, ESE will provide the school with assistance in identifying reasons for underperformance.		
	SRG Evaluation: The ODST Office will partner with the Office of Strategic Planning, Research, and Evaluation to develop and conduct a comprehensive evaluation of the implementation, impact, and outcomes of LEA school intervention activities, efforts, and models of SRG funded schools/districts. The evaluation will also address the return on investments made by districts and schools with this funding source to inform future similar ESE grants.		

Project Risks	<ul style="list-style-type: none"> • SRG funded schools and districts, despite the infusion of dollars and support by ODSST staff, do not turn around by the end of the funding period. • SRG funded schools may be able to implement dramatic change in their buildings and raise student achievement, but it is not sustainable. • SRG funded schools may successfully turn around a school in spite of ineffective district systems of support. • Districts may develop effective systems of support, but SRG funded schools cannot achieve “turnaround” by the end of the funding period. • One key element of the turnaround efforts, i.e. educator evaluation system, may require more resources of a school and/or district, limiting their ability to be effective in the other elements of their Redesign Plan.
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Delivery Chain



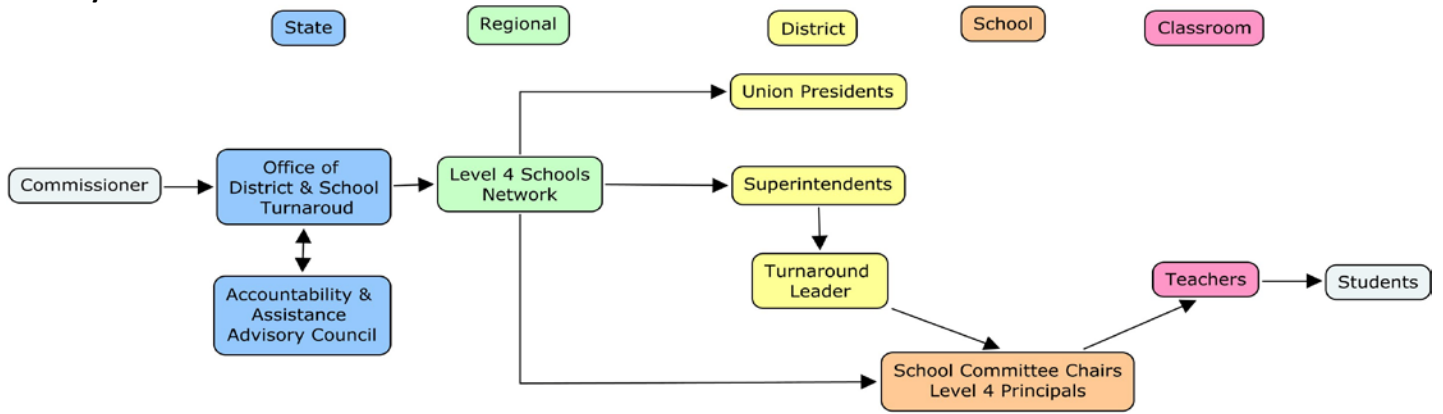
Delivery Chain Weaknesses	Solutions
<p>Despite our best efforts, whether communicating to districts and schools directly (ODST) or via the L4N, there continues to be a lack of understanding of the key elements of the SRG program by superintendents, assistant superintendents, and principals. Missing a feedback loop from districts and schools back to ESE.</p>	<p>ODST staff will need to consider multiple communication media (phone, email, web, face-to-face, other) to deliver information regarding the SRG program to the L4N, superintendents, assistant superintendents, and principals. A consistent message coming through any of the media is essential. Could leverage liaison’s role.</p>
<p>Superintendents’ communication of ESE communication back to principals and other key central office staff can at times be ineffective.</p>	<ul style="list-style-type: none"> • Direct communication to principals • Permanent fixture at/after Urban Superintendent Network • To-do, resource lists on Website • Calendar tools on website. RSS. • Use of Outlook for meetings and tasks. Read receipts on emails, etc. to verify
<p>Potential choke points in this delivery chain are volume of information going out to districts, volume of work load for liaisons.</p>	<p>Could institute Commissioner’s Districts Rounds and keep an active, timely website (tie in to ATA website overhaul).</p>

2. Level 4 School Turnaround Plans

Project Description	Under state law, every Level 4 school is required to produce a Turnaround Plan that outlines the strategies and goals for turning around the school. ESE must enforce this provision of law in a way that is consistent with state law, provides sufficient information to make high-stakes accountability decisions, and is not perceived as a compliance document to the districts and schools that have to produce them.
Project Leadership	Jesse Dixon
Project Scope	<p>Resources from 1003g admin set aside, Title I School Improvement A admin set-aside, and State Targeted Assistance 9408 can all be leveraged. The amount of human and financial resources necessary to implement this initiative on the assistance side will depend on a number of factors:</p> <ul style="list-style-type: none"> a) Whether ESE designates additional Level 4 schools in Fall 2011; b) How the Office of District and School Turnaround (ODST) decides to revise the Turnaround Plan requirements and guidance in light of the strategic planning work underway for the Office; and c) Steps ESE will take to update or revise existing Level 4 Schools Turnaround Plans. <p>On the accountability side, ESE will be monitoring all Level 4 schools through:</p> <ul style="list-style-type: none"> a) The Monitoring Site Visits (annual 2.5 day site visits to every Level 4 school) (\$17k per school) b) Assessing school progress on meeting the Measurable Annual Goals; (function managed by a posted ESD position in the Center for District and School Accountability); and c) Setting clear expectations about exit criteria and managing a transparent process toward designating schools as Level 3, 4, or 5 after Year 3 of Turnaround.
Project Activities	<p>Assistance – TBD, based on ODST strategic planning session</p> <p>Accountability – see above</p>
Project Timeline	<p>Assistance – TBD, based on ODST strategic planning session</p> <p>Accountability:</p> <p>Annually – Monitoring Site Visits (year 1 already conducted)</p> <p>2011-12 school year: developing processes b) and c) outlined above</p>
Project Stakeholders	Relevant stakeholders will be apprised through the Level 4 Schools Network (superintendents, central office staff, union presidents, school committee chairs, principals of Level 4 schools) and the Accountability and Assistance Advisory Council
Performance Management	Process benchmarks - TBD
Project Risks	<ul style="list-style-type: none"> • Level 4 exit criteria must not be ambiguous – expectations must be crystal clear if we are to designate Level 5 schools • “Sufficient district systems of support” must be clearly defined to avoid the perception of “unfair” designations after three years • Turnaround Plan content is not completely accurate because of School Redesign Grant application content – does that matter? • Assistance for Turnaround Plans can be perceived as too compliance-driven if we are not careful

Turnaround Plans

Delivery Chain



Delivery Chain Weaknesses

Solutions

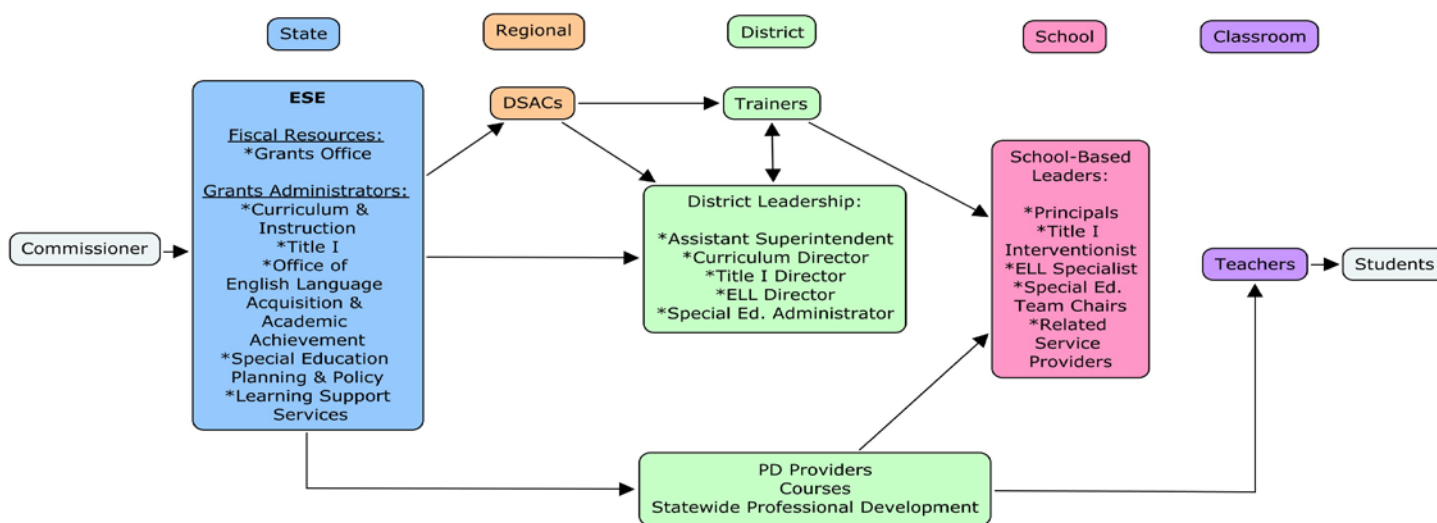
3. Grants Integration to the Improvement of Pre-K to Grade 3 Reading, Grade 8 Mathematics and College & Career Readiness

<p>Project Description</p>	<p>One of ESE's primary means of influencing district priorities is through the grant funding it provides to districts. The purpose of this project is to:</p> <ol style="list-style-type: none"> 1. Guide district and school leaders to think more strategically about how best to maximize the various grants they receive, either through entitlement or competitive opportunities, 2. Ensure that grant resources are used in ways that directly contribute to attainment of agency goals, and 3. Create new practices within the agency itself such that a focus on attainment of agency goals is a driver in grant development, assessment, and award determination. <p>Currently, grant priorities are defined by the units within ESE that administer them, with no explicit expectation that development and administration of RFPs should be deliberately aligned with the agency's overarching goals. RFPs (Request for Proposals) do not, as a standard practice, contain language that makes it clear to applicants that they must provide information in their grant application that describes the connection between their proposed use of funding and attainment of agency goals, specifically in the areas of Grade 3 Literacy, Grade 8 Mathematics, and College & Career Readiness.</p> <p>This project will convene a cross-unit working group, beginning with representatives from Curriculum & Instruction, Targeted Assistance, SPED, and Academic Support to:</p> <ul style="list-style-type: none"> • Understand the "landscape" of grants: identify types of grants (entitlement/allocation, competitive, continuation, other non-competitive), funding sources (federal, state, combined federal/state), the number of grants in each category and dollar amounts • Identify which units oversee grants, how many grants these units manage, and what amount of money in order to make decisions about funding streams that can be targeted to support agency priorities • Develop new language to be included in appropriate RFPs that signals the agency's intention to assess grant applications based, in part, on the district's capacity to articulate a strategic vision for the use of the grant funding, particularly in relation to improving student achievement in literacy, math, and high school readiness. • Develop a standard rubric that grant reviewers across the agency will be expected to use as part of each unit's grant assessment practice • Explore whether federal expectations and assurances prohibit a state agency from assuming a more directive position with regard to use of federal grant funds, i.e., in the future, can DESE <ul style="list-style-type: none"> ○ Establish an explicit requirement that a portion of a district's grant be used in a particular way? • Develop a plan to communicate new expectations to stakeholders, internal and external • In 2012-2013, incorporate aspects of "the Massachusetts Planning and Implementation Framework" (being developed for RTTT initiatives) to support district capacity to set explicit benchmarks and measurable outcomes as part of their grant applications. <p>RFPs will include information on a selection of research-based strategies/practices for improving pre-K to 3 reading, grades 5-8 mathematics, and high school readiness, for which applicants may use funds, balancing more restrictive language with flexibility in order to meet district needs.</p> <p>Suggested strategies:</p> <ol style="list-style-type: none"> a) Curriculum development and providing tiered systems of curriculum delivery in the areas of
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	<p>pre-K to 3 reading and grades 5-8 mathematics.</p> <p>b) Implementation of best practices that foster the development of language, literacy, and numeracy skills.</p> <p>c) Professional development that targets teaching pre-K to 3 literacy and grades 5-8 mathematics methods, approaches, and strategies.</p> <p>d) Development and implementation of district plans that emphasize the improvement of literacy and mathematics outcomes.</p> <p>e) Collaboration and networking among districts with the goal of improving achievement in the areas of mathematics, literacy and high school readiness</p> <p>f) Engage students in creative, high-quality pathways to ensure they are on track to graduate college and career ready by completing MassCore</p> <p>g) Provide additional academic support in critical content areas using student data, including growth data, to target services</p> <p>h) Provide social and emotional supports for students identified as in need</p> <p>i) Develop programs to address key transition points for students, i.e. grade transition, mobile and/or homeless families, entering LEP students</p>
Project Leadership	Lynda Foisy, Julia Phelps
Project Scope	<p>The project focuses on 10 grant programs:</p> <ul style="list-style-type: none"> • Title I • Title IID • Title III • Title IIB • Special education • State after-school grants • Federal 21st century learning center grants • Title IIA teacher quality grants • SES grants • State Targeted Assistance grants
Project Activities	<p>a) Identify the grant programs that will be included in the project.</p> <p>b) Convene grant administrators to explain the concept of common priorities based on agency goals.</p> <p>c) Articulate key target goals and strategies for improving grade 3 literacy, grade 8 mathematics, and high school readiness and develop agreed-upon language about the components of high-quality programs.</p> <p>d) For federal grants, ensure that the language ESE proposes to add to sub-grant RFPs aligns with federal guidelines.</p> <p>e) Use this process to identify districts where strategic planning appears to be a challenge and consider using DSACs to deliver regional network support in building capacity for continuous improvement.</p>
Project Timeline	This project will be started for Fiscal Year 2012 by changing language in at least four of the ten grants. In 2013 the language in the remaining grants will be changed, and expectations for inclusion of explicit benchmarks and measurable outcomes will be defined. Best practices will be developed and disseminated from 2011-2014.
Project Stakeholders	<p>The stakeholders include grant coordinators and grants management at ESE, grants coordinators in school districts, and the U.S. Department of Education.</p> <p>An initial meeting with grant coordinators at ESE will determine the specific language to be included</p>

	in each RFP. Meetings will be held periodically to determine if any complications are affecting the implementation of the priorities and to provide assistance to districts. Communications will be sent to each stakeholder about the results of these meetings.
Effects on the Target	The project will analyze change over time by monitoring the student performance of districts that receive grants targeted to grade 3 literacy, grade 8 mathematics, and college and career readiness. This project is not included in the trajectory of impact on overall CPI, high-needs CPI, and percent <i>Advanced</i> . The Department's flexibility to change grant language, as well as the uncertainty of districts' response to the new language is unclear as of April 2011. A trajectory of impact will be produced when these unknowns are clear.
Performance Management	One of the sub-indicators may be the numbers of grades K-3 and 5-8 students that districts say are impacted by grant-funded literacy activities and mathematics initiatives.

Delivery Chain



Risks	Solutions
Potential resistance from stakeholders (ESE Grant Administrators and districts) to use their funds for the priority purposes.	<p><i>Prevention:</i> Inclusion of stakeholders through the development and input processes; clear communications to stakeholders from the Commissioner that it is important for ESE grants to support agency goals.</p> <p><i>Mitigation:</i> Include in language a clear rationale for why this new practice is being adopted, and directions that intended outcomes are part of districts' needs.</p>
There may not be the possibility of using funds for purposes other than what is prescribed in Federal or State legislation.	<p><i>Prevention:</i> Inclusion of federal offices in the proposal process making sure that the priorities of Federal funding will be respected.</p> <p><i>Mitigation:</i> New language to be included has to be mindful of every grant's original intention.</p>

Changing language to focus on particular grades may distract from focus on other grades.

Prevention: It will be important to monitor how the changing of language and highlighting of best practice are goals of the ESE and also are supported by the new curriculum frameworks.

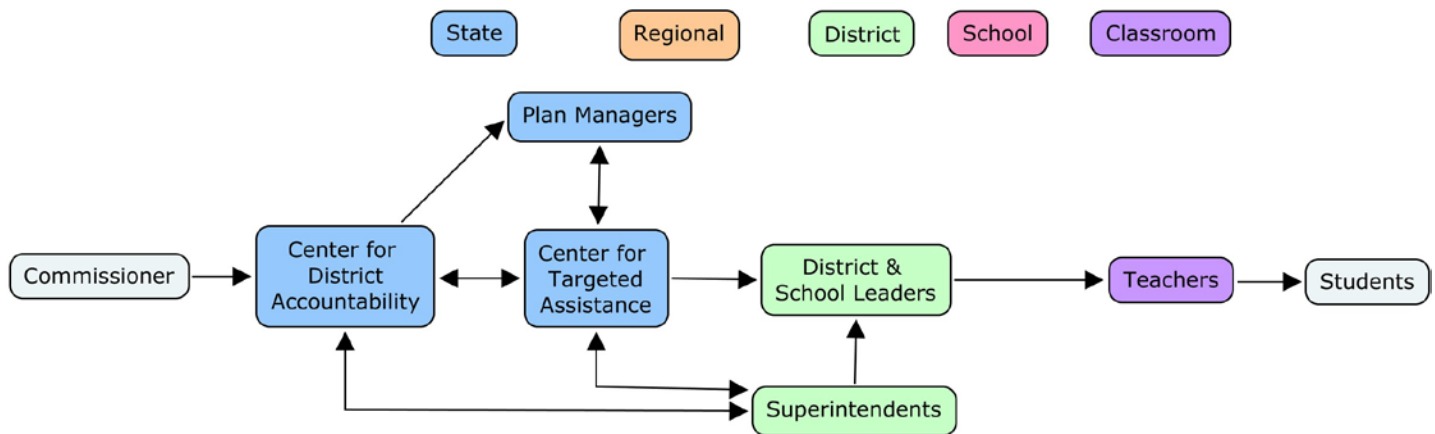
Mitigation: In the articulation of this whole plan, it is essential to clearly communicate that ESE's goals are not exclusively centered on grade 3 and grade 8, but these points serve as dipsticks to ensure that students across all grades are systematically improving.

4. Level 4 District Plans

Project Description	This spring, each Level 4 district (Southbridge, Gill-Montague, Randolph, Holyoke and New Bedford) will be supported in developing and implementing a sound district plan to rapidly accelerate improvement in instructional practices and student achievement. The planning and implementation process links focused plan development with project management support and expertise.
Project Leadership	Karla Baehr, assisted by Jesse Dixon, The Center for Targeted Assistance (CTA) led by Lynda Foisy, and The Center for District and School Accountability (CDSA) led by Eva Mitchell
Project Scope	The Department has learned that most underperforming districts lack the capacity to prioritize their improvement efforts, implement their plans with focus and urgency, or monitor the results in ways that lead to greater accountability and swift mid-course adjustments. They need substantial support to build these capacities quickly.
Project Activities	<p>The Center for District and School Accountability (CDSA), led by Eva Mitchell, will lead a team of Monitors who will conduct monthly formative check-ins, and quarterly progress monitoring to assess the degree of implementation, the impact of the implementation on adult practices, and the extent to which short and long term benchmark goals have been achieved.</p> <p>The Center for Targeted Assistance (CTA) will provide a Project Manager to each district to support plan development, implementation of plan strategies, and internal monitoring of the progress on each initiative in the Plan.</p> <p>CTA will also provide governance and labor management support, technical expertise, and funding designed to support the success of each district in implementing its Plan.</p>
Project Timeline	<ul style="list-style-type: none"> • June 2011: Plan development • Late June - early July 2011: Plan Submission • July 2011: Plan evaluation by Monitors • August 2011: All Plans approved by Commissioner • September 2011: Plan implementation begins • January 2012: First quarterly Monitor report to School Committee • April 2012: First semi-annual Monitor report to BESE
Project Stakeholders	<ol style="list-style-type: none"> 1. Plan Developer Consultants: Jesse will organize Cambridge Ed and DMC as they draft and incorporate ESE feedback on Plan template, guidance, benchmarks, and tools for Plan Managers and Monitors. 2. Plan Manager Consultants: Cambridge Ed will organize Plan Managers including: Mike Guinan, Anne Lane, Christine DeBarge, Cambridge Ed, DMC consultants. Plan Managers will submit monthly reports and documents, and set up meetings so Monitors can assess progress. 3. Plan Monitors: Eva Mitchell will lead and organize Plan Monitors Joan Connolly, Nadine Binkley, Joe Wood, and draft tools for Monitors to use to systematize their work. Monitors will assess progress using monthly reports and documents, and district meetings organized by Plan Managers. CDSA and Monitors will develop quarterly reports and present them to the School Committees. CDSA will present reports to BESE semi-annually. 4. Superintendents and district leadership teams will work with Plan Managers to develop and internally monitor their own progress. They will also engage with Monitors monthly to reflect on their progress, obstacles, challenges, and internal threats. Also, they will receive quarterly reports from Monitors, and be encouraged to use them to make mid-course corrections.

	<p>5. School Committees of participating Level 4 districts will receive quarterly reports from Monitors, and will be encouraged to use these reports to inform more effective decision-making.</p> <p>6. BESE will receive semi-annual progress reports from CDSA.</p> <p>7. ESE Accountability Staff—the Commissioner, Karla, Lynda, Eva—will use the reports to determine needs for further intervention and accountability.</p> <p>8. CTA Staff — Lynda Foisy, Lise Zeig, Jesse Dixon — and consultants, will use the reports to determine further needs for district assistance.</p>
Performance Management	Implementation and outcome benchmarks approved in each District Plan will be used to assess the progress of each district.
Project Risks	Efficiency and effectiveness of the communication, organization, and alignment of the project leadership and stakeholders.

Delivery Chain



Delivery Chain Weaknesses	Solutions
Political pressure, district leadership capacity and actions, relationships between districts and ESE providers, and availability of needed district and ESE funding could throw the work off course.	Consider how CTA can provide more support for building district capacity in the cycle of continuous improvement.
More needs to be done in communicating expectations to district stakeholders. Availability of experienced, qualified plan managers and monitors is scarce because state retirement regulations prohibit extensive use of retired superintendents and other experienced educators.	Advocate for increased state funding for TA Develop new communication strategies for school committees, district personnel, and community stakeholders.

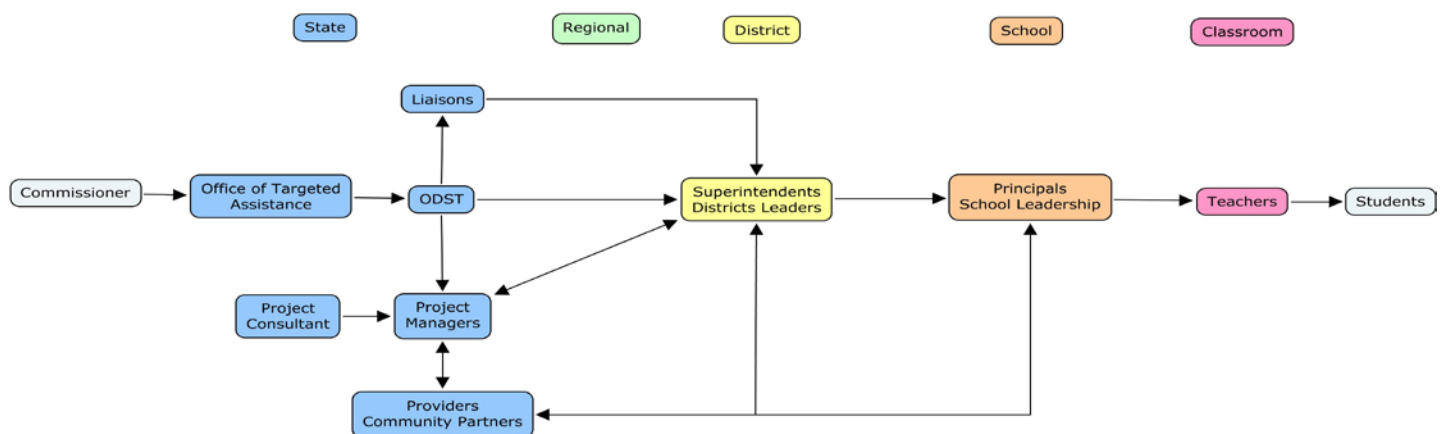
5. Priority Partners for Turnaround

Project Description	<p>The Priority Partners for Turnaround Project is one of the 34 RTTT projects for Years 2-4, and one of the five projects that Level 3 and 4 schools must select under RTTT Project Area 6 relative to turning around the lowest achieving schools. It addresses the reality that the districts and schools in need of turnaround need partnerships with educational improvement service providers who have expertise and demonstrated success in promoting Conditions for School Effectiveness.</p> <p>This project will result in the creation of a list of ESE-approved Priority Partners who have been rigorously vetted and identified as most likely to catalyze district and school turnaround efforts. Districts and schools that partner with the identified Priority Partners will be able to access RTTT funds for this purpose.</p>
Project Leadership	<ul style="list-style-type: none"> • Erika Alvarez Werner (Project Manager) owns delivery of each activity and/or day-to-day activities (in partnership with Abigail Callahan, Project Consultant) • Jesse Dixon provides overall project oversight and guidance
Project Scope	<p>Core elements included in this project:</p> <ul style="list-style-type: none"> • Rigorous RFQ processes that will result in the identification of Priority Partners based on the Conditions for School Effectiveness • Development of success metrics and accompanying evaluation process to assess implementation, impact, and the effectiveness of partnerships between districts/schools and Priority Partners • Facilitation of a Priority Partners Network • Facilitation of partnerships between districts/schools and Priority Partners • ESE technical assistance in the development of Priority Partner/district contracts and implementation plans <p>Resources required:</p> <ul style="list-style-type: none"> • Staffing (Project Manager, Project Consultant, and Project Oversight) • Additional ESE staff for review process • External partners for review process • Capacity/expertise on development of successful contracts between districts/providers • Capacity/expertise to effectively evaluate district/school partnerships with Priority Partners
Project Activities	<p>Will introduce the following activities, sequenced as follows:</p> <ol style="list-style-type: none"> 1. Priority Partner RFQ development <ul style="list-style-type: none"> • Survey to districts to identify Conditions for School Effectiveness target areas for which districts are most interested in partnering with providers • Development of RFQ language and materials (evaluation tools, rubrics, etc.) 2. Priority Partner Selection Process <ul style="list-style-type: none"> • Development and implementation of a rigorous RFQ process that will result in the identification of high-quality Priority Partners based on the Conditions for School Effectiveness <p><i>Note that the RFQ process will be a rolling one; providers will be reviewed and added to the Priority Partners list on an ongoing basis</i></p>

	<p>3. Facilitation of partnerships among districts, schools, and Priority Partners</p> <ul style="list-style-type: none"> • Development of Priority partners profiles that can be used by districts/schools to inform their decision-making • Development of guidance to districts/schools on how to choose the right partners for their turnaround priorities <p>4. Technical assistance around implementation</p> <ul style="list-style-type: none"> • Support to districts on contract development and oversight • Support to districts on assessing progress and effectiveness of the partnership(s) <p>5. Facilitation of a Priority Partners Network</p> <p>6. Assessment of partnerships</p> <ul style="list-style-type: none"> • Identification and documentation of best practices • If necessary, removal of a provider from the Priority Partners list <p>7. DESE supplemental grants for additional investment in Priority Partners to support further expansion</p>
Project Timeline	<p>January 2011 - ongoing</p> <p>Project activities 1 and 2 listed above will be completed for at least the first RFQ by June 2011; subsequent RFQ will be issued throughout May and June 2011.</p>
Project Stakeholders	<p>Stakeholders:</p> <ul style="list-style-type: none"> • District and school leaders <p>We will engage with district and school leaders by providing assistance as follows: development of Priority Partner profiles with most essential information for districts to know about potential providers; development of guidance on how to select partners effectively to support turnaround efforts; development of guidance on managing contracts effectively; and guidance/assistance on assessing provider partnership progress and success in accelerating student achievement and creating Conditions for School Effectiveness.</p> <ul style="list-style-type: none"> • Proven providers who are seeking opportunities to effectively partner with districts and schools <p>We will engage with providers who are identified as Priority Partners by facilitating a Priority Partners Network, for the purpose of leveraging resources, information sharing, and exchange of best practices.</p> <p>Systems users' views will change over time in the following ways:</p> <ul style="list-style-type: none"> • Districts/schools will see the value of effective partners in achieving school turnaround • Priority Partners will see districts/schools as willing and effective partners • Providers who are part of the Priority Partners Network will see value in collaborating with other providers • Districts/schools and providers will view ESE as a resource in facilitating effective partnerships • The Priority Partners list will be viewed as a "standard-bearer" and will incentivize providers to improve the quality of the services they offer underperforming schools

	<p>Who are the relevant stakeholders, and how will you engage with and manage them effectively? How will system users' views change over time?</p>
Performance Management	<p>Indicators:</p> <ul style="list-style-type: none"> Assessment of partnerships among districts/schools and Priority Partners indicates effectiveness in catalyzing turnaround and accelerating student achievement Increased district/school capacity to effectively leverage partners <p>Implementation milestones:</p> <ul style="list-style-type: none"> Completion of RFQ development Completion of RFQ reviews Completion of district guidance/tools development, including: Priority Partners profiles, guidance on contract development, guidance on provider selection, etc. Completion of tools/process for assessing partnership effectiveness Completion of best practices documentation and dissemination
Project Risks	<ul style="list-style-type: none"> Strong candidates for Priority Partner status choose not to move forward with the RFQ. The process for becoming a pre-approved provider does not capture the full pool of strong candidates that we would want to consider. The RFQ selection process has the unintended consequence of resulting in a short list of Priority Partners that are not of the highest possible caliber and leaves out providers that are. Priority Partners do not have the capacity to meet demand for their services; more districts want to contract with Priority Partners than is feasible. Districts that are already working with an effective provider are not able to leverage RTTT funds for this partnership, if provider is not selected as a Priority Partner (list is too limited). Capacity to effectively monitor/evaluate partnership is limited. Selection of Priority Providers viewed as political or not withstanding scrutiny. Level 3 schools partner with Priority Providers at the expense of Level 4 schools.

Delivery Chain



Delivery Chain Weaknesses

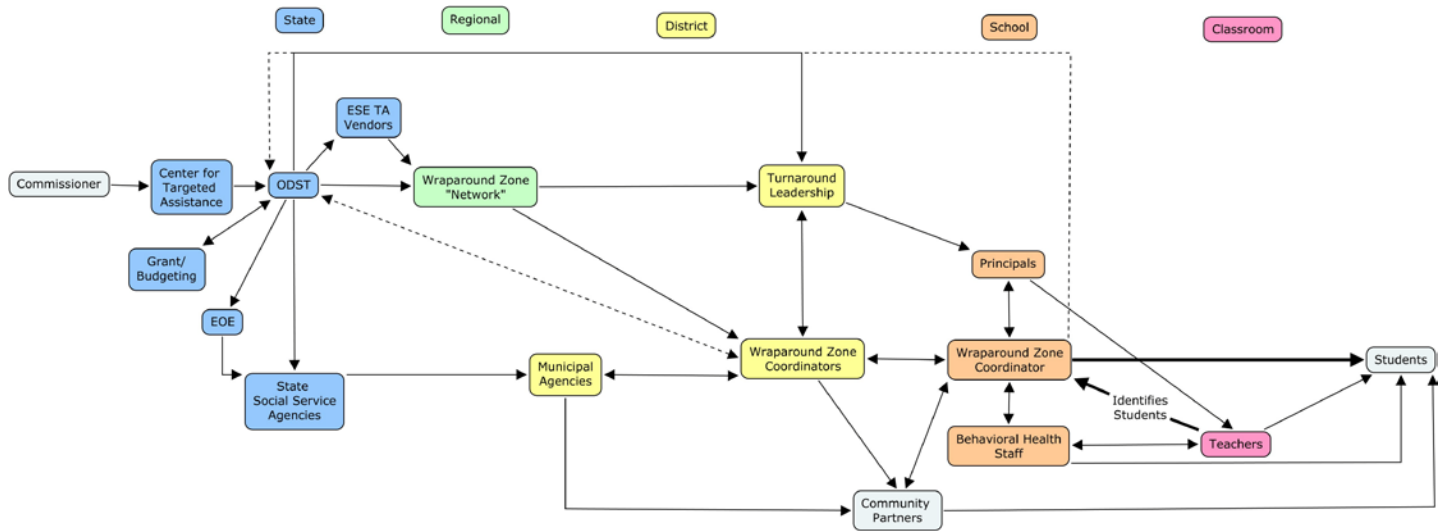
Solutions

6. Implement Wraparound Zone Grant

Project Description	<p>The Wraparound Zone Initiative seeks to develop district and school systems to systematically address students' physical, social, and emotional health needs in promoting academic success. Many students face barriers to academic learning, particularly in underperforming schools. Often these students come to school challenged by economic, social and emotional issues and have difficulty focusing on learning. Without the necessary supports needed to address the challenges they face, many will struggle to succeed. The purpose of the project is to build district capacity to support their schools' efforts to meet the non-academic needs of students. Simultaneously, the project aims to improve collaboration between district and school administrators and teachers and community-based partners in order to foster positive school climates and effective academic instruction.</p>
Project Leadership	<p>Office of District and School Turnaround; specifically, Rebecca Shor</p>
Project Scope	<p>Year 1 (2010-2011 school year): Planning Year both at state and local level; includes development of the RFP and review of applications from school districts. Year 1 activities will also include initial planning with selected school districts, partner organizations, and evaluator.</p> <p>Year 2 (2011-2012 school year):</p> <ol style="list-style-type: none"> Up to five districts will participate in the Wraparound Zone Initiative. Schools participating will be awarded \$99,000 per year in local RTTT funds and \$16,000 per year in state RTTT funds. These funds will pay to implement the program – hire district- and school-level coordinators and support professional development, stipends, travel, and monitoring for success. Schools that undergo planning throughout the school year in preparation to apply for the Spring 2012 competition may allocate \$35,000 per school in local RTTT funds. These funds will pay to plan for the program – hiring a consultant to coach the district and/or school(s) in their planning, and supporting professional development, stipends and travel. <p>This project is unable to pay for the actual services that a student or a family might need. Instead districts and schools will need to work with families and community-based agencies to determine how payments will be made.</p> <p>Year 3 (2012-2013 school year):</p> <p>1-2 additional school districts will be supported in subsequent years to implement a Wraparound Zone initiative.</p> <p>Assumptions:</p> <p>Schools may be reluctant to participate in Year 1 or 2 because of the requirement to commit funds to this project, the difficulty in making the link between student learning goals and the development of social-emotional competencies, and/or the inability to document the impact of a Wraparound Zone Initiative. We anticipate, however, that as impact is documented and the message about the impact is communicated, there will be more districts in future years of the project that will want to participate.</p> <p>Evaluation:</p> <p>The evaluation design will not only assist ESE to evaluate the inputs and required elements needed to establish the Wraparound Zone Initiative (process evaluation), but to also document the impact that such an initiative has on student learning (outcome evaluation). Data from both of these evaluations should provide significant information on what is necessary to enhance and expand this initiative.</p>
Project Activities	<p>By June 2013, participating districts will have a coherent, systematic approach to addressing students' non-academic barriers to learning.</p>

	<ul style="list-style-type: none"> Students and families will experience their school as a safe, nurturing, supportive environment where academic and social-emotional learning occurs. <p>This information will be measured using an annual climate survey and annual individual student academic and social-emotional indicators.</p> <p>District- and school-level staff will meet quarterly to discuss the successes and challenges of the project, review progress, and support one another's implementation and planning.</p>
Project Timeline	<p>Summer: Planning District and school staff will meet together (statewide) for strategic planning technical assistance. Districts and schools will also conduct their own independent strategic planning sessions.</p> <p>Fall: Launch District and school staff will begin the initiative – instituting new district and school systems that affect school climate and culture; proactively identifying students' academic and non-academic needs; integrating school and community resources and services; and monitoring school program effectiveness and creating district-level supports.</p> <p>Winter: Progress Monitoring ESE will monitor the progress at the district and school levels.</p> <p>Spring: Competition for further funds Districts will compete for state funds to support additional schools to begin the Wraparound Zone Initiative</p>
Project Stakeholders	<p>Technical Assistance Vendors: ESE will need to manage for quality and effectiveness. Question to ask: Are technical assistance sessions effectively using district and school staff time?</p> <p>District and School Leaders: ESE will need to manage for quality program implementation. Questions to ask: Are district and school leaders' fully bought in to ESE's program model? Are resources being leveraged in strategic ways? Are funds being spent on designated activities?</p> <p>Community Partners: ESE will support districts to ensure quality partnerships are established and maintained. Question to ask: Are partners bought in to district and school systems or are they preoccupied with their own organizational agenda?</p>
Performance Management	<p>ESE is working to establish a set of indicators for this initiative. Once indicators are established, districts and schools will be expected to meet those indicators annually. Progress will be monitored during periodic site visits throughout the three years of the grant.</p>
Project Risks	<p>The Wraparound Zone Grant could easily become another program that districts are running, rather than an opportunity to shift district and school practice. It is critical that districts and schools fully embrace and own this initiative so that when the funds are no longer available, the practices are part of the fabric of the school system and therefore will not fade away without targeted funds.</p>

Delivery Chain



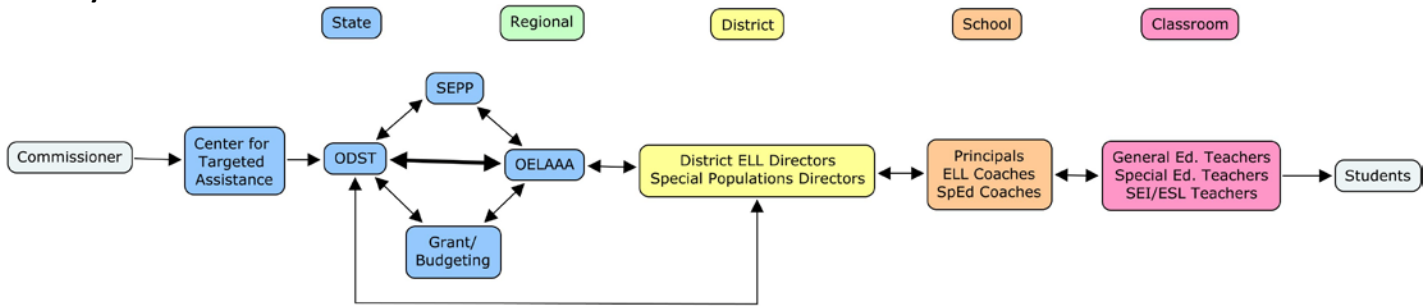
Delivery Chain Weaknesses	Solutions
Relationship between state Social Service agencies has yet to be established in the context of Wraparound Zones.	ODST initiates the relationship between themselves and state Social Service agencies.
Relationship between district/school Wraparound Zone Coordinators and ESE is new.	Allow time for coordinators to develop relationships. Provide strong ESE technical assistance.
Many different stakeholders are interacting/influencing students, which may become complex.	Effective ESE technical assistance to stakeholders interacting with/influencing students.
The feedback from the district Wraparound Zone Coordinator to ESE will become ineffective if the coordinator does not provide accurate information.	Keep school Wraparound Zone Coordinators in the feedback loop.
Heavy reliance on the school Wraparound Zone Coordinator.	Ensure that the school has an effective school-based intervention team.

7. Supporting English Language Learners and Students with Disabilities

Project Description	<p>Utilizing the Massachusetts Tiered System of Supports (MTSS), with an intentional focus on English Language Learners (ELLs) and Students with Disabilities.</p> <p>A <i>Tiered System of Supports</i> is a framework that guides the establishment of systems that provide a continuum of tiered academic (instruction) and non-academic supports for all students. The project is to provide technical assistance to support educators with data-driven prevention and early detection, and a support system that guides the allocation of school and district resources with the aim of providing high-quality core educational experiences for all students, remediation and targeted interventions to struggling students who experience learning or behavioral challenges, and enrichment opportunities. (http://www.doe.mass.edu/sped/docs.html)</p>
Project Leadership	<p>Office of District and School Turnaround (ODST), Center for Curriculum and Instruction's Office of Language Acquisition and Academic Achievement (OELAAA), and Office of Special Education Planning & Policy (SEPP)</p>
Project Scope	<p>Required: Department's Position Statement and Guidance Documents on the MA Tiered System of Support (from the Center for Curriculum & Instruction, OELAAA, Office of Special Education Planning & Policy, and/or others)</p> <p>Rationale: Student-performance subgroup data show that Level 4 and other districts must focus on improving learning for all students, with special emphasis on supporting English Language Learners (ELLs) and those requiring Special Education services. There are over 17,000 students attending the 35 schools identified as Level 4, of which approximately 26 percent are limited English proficient and 21 percent are students with disabilities (SWD). Thus, there is an urgent need to close performance gaps that persist between these subgroups and the aggregate student population.</p> <p>The Center for Targeted Assistance is aware of the fact that narrowing performance gaps between subgroups, such as ELLs and SWD, and the aggregate is a key priority for its support to districts and their schools. And yet, while some targeted supports have been successful in the past, nothing has moved the needle to the extent necessary.</p> <p>Most recently, the Center for Targeted Assistance and ODST have taken the lead with districts in considering Tiered Instruction—a solid core instructional program at Tier I to benefit all students, plus effective Tiers 2 and 3 supports to be provided based on ongoing data analysis to pinpoint students' needs—to have the potential to not only improve the performance of students who need remediation and targeted interventions, but also ensure that effective core instruction for all students and enrichment opportunities are embedded into the instructional system. This has the potential to close gaps while also raising both the “floor” and “ceiling”. With this in mind, key work of ODST over the next three years will be to support districts as they build capacity to undertake effective Tiered Instruction in addition to tiered supports for students with social, emotional, and/or behavioral needs.</p>
Project Activities	<p>The goal will be to introduce into virtually all strategic discussions across districts/schools and ODST the topic of tiered supports for all students, with a special focus on ELLs and SWD. ODST staff will ensure that districts and schools are aware of the technical assistance documents available through SEPP, such as the framework for districts and schools to use as guidance as they build their tiered system of supports for students, along with SEPP's <i>Self-Assessment Rubric: Developing a System of Tiered Instruction</i>. ODST will facilitate district engagement in yearly professional development sessions (roundtables, webinars, on-line courses, and conferences) on the topic of Tiered Instruction. Multiple ESE offices will collaborate to provide these opportunities to districts and schools. A key focus of these sessions will be strategies that can address the needs of ELLs and SWD.</p>

	Effective intervention options will also be researched and presented. Follow-on support will then be provided by ODST liaisons, working in accordance with the Department's position statement on Tiered Instruction.
Project Timeline	Fall 2011, Fall 2012, Fall 2013 (PD sessions), plus ongoing liaison work
Project Stakeholders	District ELL and Special Populations Directors, Principals of Level 4 Schools, OELAAA representatives, SEPP representatives, ODST colleagues, Center for Targeted Assistance staff responsible for funding decisions/grants
Effects on the Target	<p>Year 1: Tiered supports are evident in most ODST/district discussions about strategy and instructional improvement, and at minimum, structures for a tiered system of supports become evident in each Level 4 district.</p> <p>Year 2: Evidence of the effectiveness of systems of tiered supports in schools can be seen, and the tiered systems include interventions, remediation options, basic core, and enrichment.</p> <p>Year 3: Schools, with district assistance, benchmark and continually improve their tiered system of supports and become more skilled at tracking the progress of English Language Learners and Students with Disabilities in light of the supports that the tiered system provides to them. That is, districts will become more skilled at gauging the impact of interventions and enrichments, and student performance data will indicate a narrowing of the achievement gap for both groups of students in relation to the aggregate.</p>
Performance Management	<p>On-track delivery will be evidenced by completion and favorable participant reviews of yearly PD sessions, and by documented connections (meetings and communications) between districts and liaisons to further strategize around this work. District-gathered data on the implementation of Tiered Instruction (through walkthroughs, visitation to or minutes from data meetings, and other means), and related supports will also indicate that tiered systems are in use and are being strengthened over time, with specific measurements (benchmarks) to be determined collaboratively between ODST and district representatives.</p> <p>Student performance benchmarks will indicate that students are getting what they need in all tiers, moving to improved MCAS performance levels in significant numbers each year.</p>
Project Risks	<p>A key risk is promoting a vision of a Tiered System of Supports that is not as effective as it should be. The Department will have to take a stand on what its vision for Tiered Instruction is. While many focus on tiers for remediation and intervention, the Center for Targeted Assistance and ODST contend that districts also need to focus on strengthening core instruction (Tier 1) and providing enrichment. In addition, tiered social and behavioral supports must also be in focus. How best to frame this broader vision of a Tiered System of Supports is a question. Failing to frame it in the right manner is a key risk.</p> <p>A second risk is not finding the seminal authors/researchers/thinkers to be accessed to move this work forward, and specifically, to provide professional development to districts in what Tiered Supports can/should look like.</p> <p>Another risk is facing the inability to foster cross-unit work at the Department, with cross-unit collaboration—at least across OELAAA, Special Education Policy and Planning, ODST, and Grades 3-8 (Content)—being key to the success of this project.</p>

Delivery Chain



*** The connection between the ODST, OELAAA and SEPP offices must be strong, as they are both sending the same messages to districts

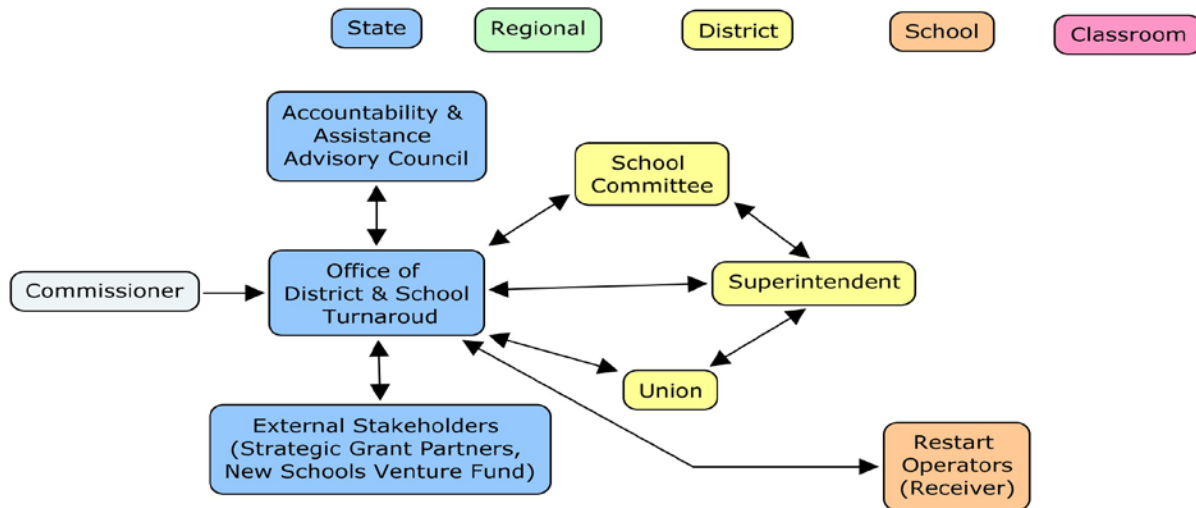
Delivery Chain Weaknesses	Solutions
A lack of sufficient staffing in ESE offices can create conditions for staff to be responsible for multiple projects, which could possibly result in surface-level attention versus a deep-dive into quality implementation. It could also create challenges in communication and accessibility to the “right person” at the “right time”.	ODST is currently hiring more staff to begin to take on this challenge and ensure that there are project coordinators overseeing the multiple initiatives the office is spearheading.

9. Identifying and Incubating Level 5 School Restart Operators

Project Description	<p>State law requires that if, after three years of district intervention, a Level 4 school does not turn around, then ESE places the school in Level 5 to be managed by a receiver. The Office of District and School Turnaround must:</p> <ul style="list-style-type: none"> a) Clarify the legal processes and conditions under which a Level 5 school will be designated and placed under receivership; b) Identify and attract existing restart operators to manage Level 5 schools; and c) Incubate restart operators (existing organizations, teams of individuals, etc.) to manage Level 5 schools.
Project Leadership	Jesse Dixon
Project Scope	<p>Under Race to the Top, there is significant funding for this initiative. During mid-July, Deputy Commissioner Karla Baehr, Senior Associate Commissioner Lynda Foisy, and Jesse Dixon will undergo a half-day planning session to map out the necessary steps to implement this initiative. Currently, it is not clear if additional staff will need to be hired, if existing or prospective restart operators will need investments from ESE, or how these Race to the Top funds will be best leveraged to achieve our goals. However, we are confident that the current allocation will be sufficient.</p>
Project Activities	<p>The key activities for this initiative require:</p> <ul style="list-style-type: none"> a) Introducing new processes, requirements, and conditions by which a Level 5 school will be managed. The processes and conditions will need to be developed in consultation with external stakeholders most familiar with this work (e.g., Strategic Grant Partners, New Schools Venture Fund, etc.). b) These parameters will then need to be introduced to prospective restart operators through a strategic communication and outreach effort. c) If the market for restart operators is insufficient to meet the demand, we will then need to improve upon available organizations or initiatives to incubate the capacity to perform restart operator functions.
Project Timeline	<ul style="list-style-type: none"> • July 2011: Develop work plan for the initiative • August - September 2011: Outreach to external stakeholders for feedback/best practices • September – November 2011: Develop Level 5 school “manual” that outlines processes, requirements, and expectations for Level 5 schools • October 2011 – February 2012: Outreach to prospective restart operators • January 2012 – June 2013: Develop and implement process for incubating new Level 5 school restart operators • January 2013: Identify Level 4 schools for “at risk of Level 5” based on two years of MAGs and Year 2 Monitoring Site Visit. • August 2013: Designate Level 5 schools if necessary
Project Stakeholders	<p>Superintendents, teacher unions, business interests, charter school leaders, CMOs, EMOs, educator pipeline vendors</p> <p>The Level 5 school manual will be vetted with the Accountability and Assistance Advisory Council before being finalized. Other stakeholder engagement outlined above.</p>
Performance Management	Indicators of progress will need to solely be process benchmarks. These are yet-to-be identified and will correspond with the activities and timeline above.
Project Risks	<ul style="list-style-type: none"> • The Level 5 school process outlined in statute may be too cumbersome to attract CMOs

- Collective bargaining implications may create friction with union leaders, CMOs, and business interests
- Timeline for when a Level 5 school is designated must be based on that year's MCAS data – this does not give a restart operator sufficient time to plan for takeover until 2014-2015 – what happens during the 2013-2014 school year?

Delivery Chain



Delivery Chain Weaknesses

Solutions

APPENDIX A

Turnaround Targets and Projected Impact by Project

Target #1: Schools Meeting Exit Criteria

Priority Projects	Predicted Impact in 2014 Target = 75% schools exiting
Level 5 "Game Plan"	L
Redesign Grants	H
Turnaround Grants	L
Grants Integration	L
Level 4 District Plans	L
Priority Partners	M
Wraparound Zone Grants	M
MTSS (SPED & ELL)	H
Educator Evaluation & TIF	H

Target #2: Significantly Narrow Proficiency Gaps (MCAS)

Priority Projects	Number of Students Needed to Reach Targets in 2014			
	Students with Disabilities		Limited English Proficient	
	ELA Target = 41 SGP	Mathematics Target = 44 SGP	ELA Target = 50 SGP	Mathematics Target = 55 SGP
Level 5 "Game Plan"	0	0	0	0
Redesign Grants	61	56	78	69
Turnaround Grants	31	28	39	35
Grants Integration	31	28	39	35
Level 4 District Plans	31	28	39	35
Priority Partners	61	56	78	69
Wraparound Zone Grants	31	28	39	35
MTSS (SPED & ELL)	92	83	117	104
Educator Evaluation & TIF	92	83	117	104
All Projects	492	388	545	486

Target #3: Raise the Floor (Cusp Schools)

Priority Projects	Number of Students Needed to Reach Targets in 2014	
	ELA Target = 66 SGP	Mathematics Target = 62 SGP
Level 5 "Game Plan"	0	0
Redesign Grants	921	913
Turnaround Grants	460	456
Grants Integration	460	456
Level 4 District Plans	460	456
Priority Partners	460	456
Wraparound Zone Grants	921	913
MTSS (SPED & ELL)	921	913
Educator Evaluation & TIF	921	913
All Projects	5,526	5,476