



ESEA Flexibility Request

Massachusetts

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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-5), and assurances (p. 5-6).
- A description of how the SEA has met the consultation requirements (p. 8).
- An overview of the SEA's request for the ESEA flexibility (p. 8). This overview is a synopsis of the SEA's vision of a comprehensive and coherent system to improve student achievement and the quality of instruction and will orient the peer reviewers to the SEA's request. The overview should be about 500 words.
- Evidence and plans to meet the principles (p. 9-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: <http://www.ed.gov/esea/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address:
ESEAFlexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs will be provided multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, a date to be announced in mid-February 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

To assist SEAs in preparing a request and to respond to questions, the Department will host a series of Technical Assistance Meetings via webinars in September and October 2011.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAFlexibility@ed.gov.

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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	
2	Comments on request received from LEAs (if applicable)	
3	Notice and information provided to the public regarding the request	
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable).	
9	Table 2: Reward, Priority, and Focus Schools	
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).	
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems	
12	Level 4/Priority School Redesign Plan Template	
13	Statewide Annual Measurable Objectives (AMOs)	

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Massachusetts Department of Elementary and Secondary Education	Requester's Mailing Address: 75 Pleasant Street Malden, MA 02148
State Contact for the ESEA Flexibility Request Name: Matthew Pakos Position and Office: Director, School Improvement Grant Programs Contact's Mailing Address: Massachusetts Department of Elementary and Secondary Education 75 Pleasant Street Malden, MA 02148 Telephone: 781-338-3507 Fax: 781-338-3318 Email address: mpakos@doe.mass.edu	
Chief State School Officer (Printed Name): Mitchell D. Chester, Ed.D.	Telephone: 781-338-3100
Signature of the Chief State School Officer:  X	Date: November 14, 2011
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its

LEAs in order to serve any of the State’s priority and focus schools.

- 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools.
- 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

- The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

If the SEA selects Option A or B in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 14. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Massachusetts frequently reaches out to the state’s 80,000 educators on critical policy issues to gauge their perspective and viewpoint, and the development of the state’s Elementary and Secondary Education Act (ESEA) flexibility request was no different. In this case we received and incorporated feedback from teachers in several ways:

- We conducted a statewide survey of all our stakeholders, including teachers, to better understand which aspects of the No Child Left Behind Act (NCLB) were their highest priorities for us to pursue in our waiver. Our two state teacher associations notified their memberships about the survey opportunity, and we received a strong response from teachers. Out of the 5,038 survey respondents, 2,913 (58%) were teachers.
- We worked closely with the two state teacher associations to review drafts of our proposals and gather their feedback.

Nearly 96% of teacher respondents to the survey who offered an opinion recommended that we seek a waiver to provisions of the NCLB. Strong consensus emerged that the state should seek flexibility on the federal goal of 100 percent proficiency by 2014, the requirement to identify schools as in need of improvement, corrective action, or restructuring, and the interventions required under NCLB for schools that have an accountability status. Three-quarters of teacher respondents identified each of these issues as areas that were important or very important reasons to seek a waiver. Educators also voiced strong support for flexibility from public school choice and supplemental education services (SES) requirements.

This feedback was important confirmation that a waiver of NCLB provisions would be strongly supported by our state’s teachers and helped to reinforce that our initial thinking on this waiver request would be well aligned with the viewpoint of our educators. Once we had drafted an outline of our proposal, we posted it on the Massachusetts Department of Elementary and Secondary Education (ESE) website to allow members of the public to provide additional comment on the details of our plans. We received 45 separate comments, including one from an individual teacher.

In addition to these opportunities for teachers to provide input, we worked closely with state teacher union representatives to develop and modify our proposal based on feedback they had received. The Commissioner of Elementary and Secondary Education met with union

representatives and other key stakeholders on three separate occasions to inform them about the waiver opportunity and gather their suggestions and ideas. One of the two statewide teachers unions also provided written comment on the draft proposal, which helped to inform the final iteration of the state’s proposal.

As a result of these conversations, we feel confident that the state’s teachers agree with our belief that the consequences for low performance need to be closely tied to resolving the root causes of the problem and should intensify as the problems worsen. They also clearly agree with our proposal to align the types of interventions required for schools and districts identified through the accountability system with those described in our existing Conditions for School Effectiveness (see Principle 2 for details).

Educator feedback also helped us to clarify areas of our proposal that were too complex. Many responded that our original proposal for calculating annual measurable objectives (AMOs) and identifying priority, focus, and reward schools was not sufficiently transparent and potentially could be confusing to the field. As a result of this feedback we modified the calculation of AMOs and the way schools are assigned to accountability and assistance levels. Further changes to the proposal based on feedback from both teachers and members of the general public are described in the next section.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

In addition to educators, we solicited input on our proposal from a diverse range of stakeholders and education advocacy organizations. To reach them we collaborated with partner organizations¹ to invite their members to participate in our statewide survey, resulting in the largest response we have ever received for a survey of this type. We made a special effort to provide diverse stakeholders with an opportunity to give feedback by reaching out to them via the largest statewide advocacy groups for students with disabilities and English language learners, as well as the major state civil rights and community-based advocacy groups. The detailed responses and ongoing feedback informed our thinking throughout the development of our waiver proposal.

In addition to the 2,913 responses from teachers, we received survey responses from 162 superintendents, 553 principals, 810 other education stakeholders (e.g., district Title I and Title II-A directors), 27 business leaders, 175 parents, 70 students, 132 people representing nonprofit, advocacy, and philanthropic organizations (including civil rights and community-

¹ These included: state associations of school superintendents, school committees, elementary principals, secondary principals, charter schools, vocational schools, and teachers unions; statewide advocacy groups for English language learners, students with disabilities, students, parents, and the business community; and the philanthropic and nonprofit sector.

based organizations), and 196 others. Beyond responding to multiple-choice questions, respondents generated 114 pages of written comments on the survey's three open-ended questions.

Later in the process, these groups were also contacted to provide comment on the draft proposal that we posted on our website. We received a total of 45 written comments, with the largest response from district staff members who manage federal grant programs such as Title I and 21st Century Community Learning Centers, and from nonprofit and advocacy groups.

Throughout the feedback process, we met with leaders of the statewide associations of superintendents, school committees, elementary and secondary principals, parents, vocational schools, charter schools and with the state's urban superintendent network to gather their feedback firsthand, answer their questions, and provide them with updated information. We offered our state Title I Committee of Practitioners three opportunities to discuss and comment on various iterations of our proposal. We also met with our Board-appointed Accountability and Assistance Advisory Council (AAAC), which advises ESE on its accountability strategy, and the Board's Proficiency Gap Subcommittee, which focuses on ESE's efforts to close proficiency gaps for underserved groups.

Similar to what we learned from teachers, other stakeholders strongly encouraged the state to pursue a waiver of NCLB requirements. In all, 94 percent of those who offered an opinion said we should seek a waiver, and three-quarters or more felt that it was important or very important to seek a waivers from the current 100 percent proficiency goal, the identification of schools and districts for accountability status, and the consequences for identified schools and districts.

Stakeholder groups were remarkably consistent in their opinions; we saw very little variation across groups in their degree of support for a waiver or the types of provisions they felt we should include in our application. This served as important confirmation that we were on the mark with the broad outlines of our waiver proposal.

In both the survey and in various meetings with stakeholder groups, we asked for ambitious but attainable alternatives to the NCLB goal of 100 percent proficiency by 2014. Stakeholders strongly urged us to set targets that recognize that students need varying levels of support as they progress toward proficiency. Many asked that we include a measure of student growth, and that we focus primarily on indications that gaps are closing rather than on overall performance. Stakeholders also urged us to develop a system that no longer penalizes high performing schools for slight drops in performance, a frequent complaint about Adequate Yearly Progress (AYP). We have incorporated these ideas into our proposal.

As a result of this and other valuable feedback we focused our goals on closing proficiency gaps and reducing the proportion of students who are not college and career ready, and developed differentiated performance improvement targets for each subgroup. This input also reinforced

our belief that including growth and performance in our new index of school progress and performance will be an effective way to measure progress and will create an incentive for schools to work toward college and career readiness for all students.

Stakeholders voiced broad support for our proposed intervention strategies, such as scaling interventions based on the level of need and including a broader set of interventions or responses than those currently allowed under NCLB. Many also noted that parent and community engagement and supports aimed at meeting the social, emotional, and health needs of students have been long neglected in state and federal policy discussions and urged us to make them a key part of the menu of interventions available to priority and focus schools. We agree that these have great potential to improve student learning outcomes and have included them in our proposal. Further, district superintendents offered support for our proposal that districts may be offered greater flexibility in the use of federal funds in return for leveraging state and local revenue to implement high impact strategies such as extending the school day or year and establishing on-the-job, embedded teacher development and planning.

We intend to continue to collaborate with diverse stakeholders and communities as we develop and implement our waiver proposal. As is our customary practice, we will keep stakeholders informed as key elements of the proposal are defined and offer them the opportunity to comment on any significant changes before final decisions are made. Mechanisms for accomplishing this may include individual or group meetings, conference calls, focus groups, email notifications, surveys, or other tools, depending on the question at hand and the nature of the feedback desired.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Massachusetts has a long history of setting and maintaining high standards and expectations for all students and has worked hard to earn its current standing as the highest performing state in the nation. Our request for an Elementary and Secondary Education Act (ESEA) waiver is driven by the belief that our continued progress will be enhanced by the adoption of a unitary state/federal accountability system that: sets standards for student learning that ensure readiness for college and careers; calls out and remediates performance gaps; expects continuous improvement of schools and districts; rewards strong performance; and aggressively addresses low performing schools and districts.

The Commonwealth's schools and districts are currently assessed based on both the state's five-level Framework for District and School Accountability and the requirements of the No Child Left Behind Act (NCLB). At one time both provided useful feedback, but NCLB's rising targets have made the metric no longer helpful in identifying schools and districts most in need of intervention. In 2011, the same year that Massachusetts led the nation in NAEP performance for the fourth time in a row, approximately 81 percent of our public schools and 90 percent of our districts were identified as not making Adequate Yearly Progress (AYP).

In contrast, Massachusetts' existing state system places schools and districts on a five-level scale, ranking the highest performing in Level 1 and lowest performing in Level 5. The strength of this accountability system is undermined by the state's 2010 *Act Relative to the Achievement Gap*, which provides tools, rules, and supports for the state to aggressively engage with schools and districts in Levels 4 and 5.

The collective message of the Commonwealth and federal accountability systems increasingly generates greater noise than signal - as more and more schools and districts are being judged inadequate under AYP but not under the Massachusetts's tiered system.

Our proposal seeks to enhance the state system by establishing a new goal: to cut our state's proficiency gaps² in half by 2017, thus reducing by half the proportion of students who are not college and career ready. To measure progress toward our goal, we will set new annual targets for the state and each district, school, and subgroup to reduce proficiency and achievement gaps. We will also establish a new marker to identify schools and districts with the largest gaps in proficiency and achievement and will further differentiate interventions by accountability status. Taken together, these changes will allow us to support every school where students continue to struggle. In so doing we will create a system focused on college and career readiness that incentivizes continuous improvement in every corner of the

² Thanks to Massachusetts Board of Elementary and Secondary Education member and chair of the Board-appointed Task Force on Proficiency Gaps Jeffrey Howard for establishing this use of the term "proficiency gap." See *A Roadmap to Closing the Proficiency Gap* (April, 2010): <http://www.doe.mass.edu/boe/news/0410PGRoadmap.pdf>.

Commonwealth.

The four principles for improving student academic achievement and increasing the quality of instruction detailed in this waiver opportunity are well-aligned with the statewide reform efforts we currently have underway. Already we have established a new statewide educator evaluation system, adopted new statewide curriculum frameworks incorporating the college- and career-ready Common Core State Standards, and implemented aggressive strategies for turning around our lowest performing schools and districts.

Reform has defined public education in Massachusetts for nearly two decades. While we have outpaced the nation and other countries in achievement, our work remains unfinished. This waiver will provide us with the flexibility we need to halve our proficiency gaps by 2017, create the clear and coherent system of accountability necessary to aggressively address low performance, call out and remedy proficiency gaps, enable continuous improvement, and reward strong performance. The road forward is long but clear; the work will not be easy, but is critically important. The Commonwealth’s students deserve nothing less.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.

- i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)

Option B

The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.

- i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the

	postsecondary level. (Attachment 5)
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Overview

Success in today’s economy requires a higher level of education than ever before, leaving students who graduate from high school unprepared for the rigor of college or careers unable to compete with their peers. Massachusetts has long made college and career readiness a top priority, and since 2007 has recommended that all high schools require students to complete MassCore, a minimum program of academic studies, before graduation to ensure their preparedness.

The Massachusetts Board of Elementary and Secondary Education (BESE) enhanced this recommended course of studies in 2010 when they adopted the *Common Core State Standards in Mathematics* and the *Common Core State Standards in English Language Arts and Literacy*. These evidence-based, internationally benchmarked standards are aligned with college and work expectations and were designed to provide the knowledge and skills that students need to succeed in entry-level, credit-bearing academic college coursework and workforce training programs. Following the adoption of the standards the state added some unique Massachusetts standards and features, including pre-kindergarten standards. In December 2010 the BESE and Board of Early Education and Care adopted the new *Massachusetts Curriculum Framework for Mathematics* and the *Massachusetts Curriculum Framework for English Language Arts and Literacy*, both of which incorporate the Common Core state standards and create a new alignment between early education and the K–12 system.³

Massachusetts Department of Elementary and Secondary Education (ESE) staff played a lead role on the writing teams that developed the Common Core State Standards to ensure that the new standards would be as academically rigorous and challenging as our prior standards, and worthy of adoption in Massachusetts. Now that the decision to adopt has been made, the state has begun a multi-tiered effort to ensure that educators are fully prepared to bring the new standards to life in the classroom. Plans are underway to revise the state’s other

³ These documents are posted at www.doe.mass.edu/frameworks/current.html. Minutes of the Board meetings are at www.doe.mass.edu/boe/minutes/10/0721reg.doc and www.doe.mass.edu/boe/minutes/10/1221reg.doc

curriculum frameworks (science and technology/engineering, history/social science, arts, comprehensive health, foreign languages) to incorporate literacy and mathematics standards where appropriate, transition to an assessment system aligned with the new standards, conduct outreach and professional development, and work with the Massachusetts Departments of Higher Education and Early Education and Care to create a system-wide, P–20 focus on college and career readiness.

Alignment

Prior to adopting the Common Core State Standards, ESE conducted several analyses to measure the degree of alignment between the old and new standards. We found that in both mathematics and English language arts the standards were 90% aligned to our existing state standards; the additional depth in some areas found in the Common Core State Standards accounted for most of the difference. Massachusetts added some standards to the Common Core in the process of adopting its final curriculum frameworks, most notably a set of pre–K standards in both mathematics and English language arts. Massachusetts’ additions comprise 2.5% of the English language arts standards and less than 4% of the mathematics standards, well below the allowable 15 percent. Because of the state’s deep involvement in the standards development process and the strong alignment between the old and new Massachusetts frameworks, the transition will not be as complex as in other states.

In December 2010, ESE Curriculum and Instruction staff published crosswalks to indicate similarities and differences among the old and new standards.⁴ Districts are able to use these crosswalks to inform the alignment of their curriculum and instruction. ESE Student Assessment staff and the state’s assessment contractor used the crosswalks as the basis for analyzing the alignment of existing test items to the new standards.

Special Populations

The state’s college and career readiness aspirations extend to all students, including those who are in need of additional support due to a disability or because English is not their first language. To that end the state has prioritized the alignment of its English language proficiency standards and standards for students with disabilities.

Massachusetts’ English language proficiency (ELP) standards were last updated in 2006 and at that time were closely aligned to the state’s 2001 English language arts curriculum framework. To realign the ELP standards with the state’s new standards, ESE is currently finalizing a memorandum of understanding with the 27-state World-Class Instructional Design and Assessment (WIDA) consortium to use their English language development standards. The WIDA standards are aligned with the Common Core state standards, can be used by both English as a second language (ESL) and sheltered English immersion (SEI) content teachers, and address social and academic language development across the four language domains (reading, writing, listening, and speaking) in the major content disciplines. WIDA standards are assessed using the ACCESS (Assessing Comprehension and

⁴ www.doe.mass.edu/candi/commoncore

Communication to English State-to-State for English Language Learners) test, an assessment that measures student progress in acquiring the English language. The ACCESS assessment, an appropriate and strong replacement for the current Massachusetts English Proficiency Assessment, will be implemented in Massachusetts schools in the 2012–13 school year.⁵

We have also been working to analyze and implement the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to meet and exceed the college- and career-ready standards. In 2006, ESE published Guides to the Curriculum Frameworks in ELA, Mathematics, Science and Technology/Engineering, and History/Social Science for Students with Disabilities⁶. These will be updated in 2012 to align to the new Massachusetts Curriculum Frameworks for ELA/Literacy and Mathematics. This alignment project will be conducted with other states and university research centers through the alternate assessment consortium, the National Center State and Collaborative (NCSC), and will serve as a resource for other states throughout the country.⁷

Further, the content of our statewide teaching and learning system, described below, will be designed to promote tiered instructional strategies so that all students can access the content. The system itself will also allow educators to generate data from formative assessments so that they can monitor student learning more closely and identify problems early. As for accommodations, Massachusetts is leading the Partnership for the Assessment of Readiness for College and Career (PARCC) effort to develop a strategy for how students with disabilities will be accommodated in the assessment, using analysis of our existing accommodations to guide the work.

Outreach and Dissemination

ESE began dissemination of its new ELA/Literacy and Mathematics Curriculum Frameworks in January 2011 through conferences, professional development, and collaborative regional events held in the state colleges and universities and open to the P–20 education community. The highlights of this effort were regional sessions to introduce the new frameworks to teams of educators from early education, K–12 and higher education institutions. The transition to the new curriculum frameworks was also the featured theme of the state’s annual Curriculum and Instruction Summit, which was attended by more than 800 educators. At the request of the state’s superintendents, ESE also shipped more than 170,000 print copies of the new frameworks to districts so that individual teachers would have hard copies of the frameworks to use for their independent classroom alignment work.

⁵ Documentation on the state’s decision to administer the ACCESS assessment: www.doe.mass.edu/boe/docs/0911/item4.html

⁶ Guides to the Curriculum Frameworks in ELA, Mathematics, Science and Technology/Engineering, and History/Social Science for Students with Disabilities: www.doe.mass.edu/mcas/alt/resources.html

⁷ Details of the alignment project being conducted the alternate assessment consortium, the National Center State and Collaborative (NCSC): www.cehd.umn.edu/nceo/projects/NCSC/NCSC.html

Through its family literacy activities, ESE has begun to disseminate information using the Parents' Guide materials developed on the Common Core standards for the National Parent Teacher Organization.⁸

In the future ESE's annual Curriculum and Instruction Summits will continue to feature updated presentations on the new standards and assessments as well as new resources for college and career readiness. ESE is also partnering with the state Department of Early Education and Care to disseminate the standards to early childhood educators, with specific attention to family engagement strategies related to the frameworks.

Supporting Massachusetts Educators

We recognize that the successful implementation of the state's new standards rests largely on the ability of educators to translate them into strong local curricula and instructional practices. To that end we have launched multiple ways of supporting Massachusetts' 80,000 educators as they get to know and understand the new standards and explore ways to teach to them effectively. Among these methods of support:

- In 2010–11 ESE developed instructional modules on key aspects of the new standards (e.g., math practices, algebra, writing, reading complex texts) and collaborated with professional development providers to align their coursework with the state's college- and career-readiness standards in ELA and mathematics. These courses are a key strategy of the state's Race to the Top initiative through 2014, and are open to all educators, including teachers of English language learners, low income students, and students with disabilities.

- In the spring of 2011, ESE launched a professional development initiative for approximately 300 educators on the design of model curriculum units and performance assessments based on the new standards. This project, which will continue through 2014, engages pre-k to 12 teachers in designing curriculum and assessment materials based on the new standards, the principles of Universal Design for Learning, and the structures of Understanding by Design. Participating teachers will begin pilot-testing these materials in classrooms in 2012, and the materials will eventually form a core component of the resources available in the Race to the Top-funded statewide teaching and learning system.

- Through the state's six regional District and School Assistance Centers (DSACs), ESE is offering targeted courses on aspects of the new standards and on using data to inform instructional decisions to districts with low-performing schools.⁹ The state has also prequalified a cadre of vendors to provide a series of eight course modules for districts on using data effectively to improve classroom instruction. Race to the Top is

⁸ www.pta.org/ParentsGuide/

⁹ www.doe.mass.edu/sda/regional/courses

funding the development of additional modules as well as the creation of online versions of each course to increase educator access to this high quality professional development opportunity.

- In the spring of 2012, Massachusetts will begin newly designed professional development for teachers of English language learners on second language acquisition, the new curriculum frameworks, and the WIDA standards. Professional development on the Massachusetts Tiered System of Support¹⁰ will be designed to support teachers, including teachers of students with disabilities and English language learners, to reach all students using the new standards.
- Because Massachusetts is a governing state of the Partnership for the Assessment of Readiness for College and Career (PARCC) consortium, ESE staff members have been active in the development of the PARCC Content Frameworks, guides for designing ELA and math curricula based on the Common Core standards. Published as working drafts in November 2011, these frameworks will be reviewed and revised as necessary over the next year. The PARCC Content Frameworks will serve as the basis of regional professional development available to all Massachusetts districts in the 2011–12 school year and beyond. This professional development will be focused both on raising awareness and understanding of the frameworks and on developing curricula that are based on the frameworks.
- Massachusetts educators will also participate in the PARCC Educator Cadres meetings, a series of regional meetings designed to allow educators to test the instructional tools and participate in professional development opportunities focused on the alignment of district curricula to the college- and career-ready standards.
- For principals and other administrators, Massachusetts offers extended training by the National Institute for School Leadership (NISL) using Race to the Top funding. This training includes components focused on the new college- and career-ready standards.¹¹
- ESE also uses its annual Curriculum Summits and superintendent and principal networks as a key strategy for supporting school leaders in the transition to the new standards.

Preparing New Educators

In addition to preparing veteran educators, it is critically important that newly licensed teachers be prepared for the heightened expectations that the new standards contain. ESE's Office of Educator Policy, Preparation and Leadership is working closely with the state's educator preparation program sponsoring organizations and the state's institutions of higher

¹⁰ www.doe.mass.edu/sped/mtss.html

¹¹ www.doe.mass.edu/edleadership/nisl/

education to develop new program approval regulations to ensure that all programs produce highly effective educators who have a deep understanding of the content contained in the state's new curriculum frameworks. These new regulations will be brought to the Board of Elementary and Secondary Education for discussion and vote in winter 2012.

Following the adoption of the new regulations, in fall 2012 ESE will review and align its professional standards for teacher licensure with the new standards and indicators for teacher evaluation, which are linked to the state's curriculum frameworks. Taken together, these two regulatory changes will ensure that incoming teachers and administrative leaders are prepared to implement the new college- and career-ready standards in classrooms.

Instructional Materials

Massachusetts' effort to develop model curriculum units and performance assessments, as described above, will continue through 2014 and will engage pre-K to grade 12 teachers. The model units will be explicitly designed to support teaching and learning for all students, including English language learners, students with disabilities, low achieving students and students achieving at advanced levels.

By 2014, a minimum of 100 units for pre-K to grade 12 in mathematics, ELA, history/social science, and science and technology/engineering will be made available through the state's teaching and learning system, an online resource being built as part of the state's Race to the Top strategy. Massachusetts is also collaborating with Rhode Island and New York to expand the pool of high quality curriculum and assessment materials by including products from all three states; this expanded collection will also include units related to the arts.

Accelerated Learning Opportunities

Massachusetts is developing several new pathways to expand access to college-level courses and their prerequisites.

- Through Race to the Top, we have established six STEM Early College High Schools, and several other districts are pursuing this strategy through their own funding. The STEM Early College High School program creates partnerships between middle/high schools and local colleges and universities so that students complete a sequence of STEM-focused courses leading to the acquisition of between 12 and 30 college credits before high school graduation. This program prioritizes access for low income and first generation college students.
- Race to the Top is also funding a professional development program to prepare vertical teams of teachers to teach rigorous courses in middle and early high school that will prepare students to take AP courses and other college-level coursework in their later high school years. The program offers training in English language arts, mathematics, and sciences. Currently nearly 500 teachers are participating, and our state goal is to expand the program to 1,000 teachers.

- Our Commonwealth Dual Enrollment Program, run by the Department of Higher Education, enrolled over 1,600 high school students in 2009–10 in courses at local public colleges and universities each year, at no cost to the student. All 28 of our public institutions of higher education enroll students in the program, and 56% of public school districts enrolled at least one student in the program in 2009–10.

Transition to Next Generation Assessments

Massachusetts is a governing state in the Partnership for the Assessment of Readiness for College and Careers (PARCC) consortium, and Commissioner Mitchell Chester is the chair of the consortium’s Board. PARCC is in the process of developing a common assessment aligned to the Common Core State Standards which is scheduled to be completed and ready to administer in the 2014–15 school year. Massachusetts has committed to transitioning to this new assessment so long as it is determined to be as challenging as the Massachusetts Comprehensive Assessment system (MCAS), which is widely seen as one of the most rigorous and reliable statewide assessment systems in the country.

In the meantime, ESE plans to continue to administer MCAS and gradually transition the content between 2011–12 and 2013–14 to reflect the new English language arts and mathematics college- and career-ready standards. In 2011–12, the test will include some items based on the new standards; in 2012–13 the majority of assessment items will reflect the new standards, and in 2013–14 the entire MCAS ELA and mathematics assessment will be based on the new standards. This approach was carefully designed to ensure that students and their teachers are not unfairly penalized as they adjust to the new standards.¹²

In addition to transitioning items within the existing assessment format, ESE is currently developing curriculum-embedded performance assessments in ELA, mathematics, science, and history/social science and will conduct large-scale pilots of these performance assessments between 2012–13 and 2014–15.

Once PARCC is completed and the performance data demonstrate that the assessments are at least as comprehensive and rigorous as MCAS, we will transition fully from MCAS to the PARCC assessments. With the transition, we will establish a new set of performance targets and annual measurable objectives for our schools and districts.

Increasing Rigor

Beyond adopting college- and career-ready standards and preparing for the transition to next-generation assessments based on those standards, Massachusetts has taken several steps in recent years to better ensure that all students are prepared for college and careers.

A significant first step in this direction was the Board of Elementary and Secondary Education’s endorsement of MassCore in 2007. This recommended high school program of

¹² Details on the state’s plan to transition its statewide assessment to reflect the new standards: www.doe.mass.edu/mcas/transition.

studies includes four years of English language arts, four years of mathematics, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program and five additional core courses such as business education, health, and/or technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning. MassCore is not required, but districts are strongly urged to use the recommended coursework as a guide in setting their graduation requirements. In the 2010–11 school year approximately 72 percent of graduating seniors had completed the MassCore program of studies.

This recommended course of study was reinforced in spring 2011 when the state Board of Higher Education voted to require four years of high school mathematics for admission to its four-year colleges and universities. This requirement will impact students entering the state's higher education institutions beginning in fall 2016.

Beyond coursework, the state also established a graduation requirement to ensure that all students attained a minimum level of competency in English language arts, mathematics and science prior to receiving a high school diploma. From 2003 to 2008 all students were required to score a minimum of *Needs Improvement* on the grade 10 Massachusetts Comprehensive Assessment System (MCAS) English language arts and mathematics tests to earn the Competency Determination needed to receive a public high school diploma; the requirement was increased to *Proficient* in 2008. Students who score *Needs Improvement* are required to complete an Educational Proficiency Plan (EPP) in the specific subject area(s) in which they are not yet proficient in order to graduate. The EPP includes, for each subject (ELA, mathematics, science/technology/engineering) for which the student has not scored *Proficient* or higher on the high school MCAS:

- Documentation of the student's strengths and weaknesses based on MCAS and other assessment results, coursework, grades, and teacher input;
- Coursework the student will be required to take and successfully complete in grades 11 and 12 in the relevant content area(s); and
- Assessments the school will administer to the student annually to determine whether the student is making progress toward proficiency.

Coordination Across State Agencies

To be most effective, college and career readiness efforts need to start long before high school. Our state Executive Office of Education, established in 2008 to coordinate efforts across the three education agencies in Massachusetts, has made college and career readiness a priority. As a result, the Massachusetts Departments of Elementary and Secondary Education, Early Education and Care, and Higher Education are collaborating to make the transition to college- and career-readiness standards a birth-to-20 initiative for the

Commonwealth.

Together, the three education agencies and the Executive Office are working on a range of efforts to create a seamless system of education that prepares even our youngest students for success after high school. These initiatives include:

- A streamlined P–20 data system that will allow educators to identify early the students who are off track and to track student progress throughout their educational careers;
- An online college planning tool¹³;
- An enhanced flow of data sent back to high schools about the college success of their graduates;
- The development of stronger preschool/K–12 alignment in curriculum, instruction and assessment;
- An online teaching and learning system that will provide access to high quality instructional and assessment materials and timely student data to all K–12 educators in public schools;
- Collaboration on birth to grade 3, parent education, and professional development initiatives; and,
- If funding for the Race to the Top Early Childhood grant is received, the development of kindergarten readiness assessments aligned to the new standards.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition.</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p>
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¹³ <http://www.yourplanforcollege.org/>

<p>(Attachment 6)</p>	<p>reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
<p>For Option B, insert plan here.</p>		

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Overview

The Commonwealth’s schools and districts are currently assessed based on both the state’s five-level Framework for District and School Accountability and the requirements of the No Child Left Behind Act (NCLB). Operating these dual systems at one time provided a wealth of valuable feedback, but the requirements under NCLB have declined into an administrative and fiscal burden that is no longer useful. The rising targets have resulted in far too many schools and districts being identified as in need of improvement to allow the state to best identify those most needing assistance or intervention.

In contrast, Massachusetts’ existing state system has proven extremely valuable. Our system places schools and districts on a five-level scale, ranking the highest performing in Level 1 and lowest performing in Level 5. The strength of this accountability system is undergirded by the state’s 2010 *Act Relative to the Achievement Gap*, which provides the tools, rules, and supports necessary for the state to aggressively engage with schools and districts in Levels 4 and 5.

Our proposal seeks to enhance the state system by establishing a new goal: to cut our state’s proficiency gaps in half by 2017. We will also establish a new marker to identify schools and districts with the largest achievement gaps and will further differentiate interventions by accountability status. Taken together, these changes will allow us to support every school where students continue to struggle and create a system focused on college and career readiness that supports continuous improvement in every corner of the Commonwealth. Our commitment to continuous improvement is reflected both in the design of our accountability and support system and in the way we constantly assess the effectiveness of our system. If over time we do not see improvement across the spectrum, we will make appropriate adjustments to the system.

Goal and Annual Measurable Objectives

On October 25, 2011, the Massachusetts Board of Elementary and Secondary Education voted to adopt a revised goal for all districts, schools, and subgroups in the state: to **reduce the**

proficiency gap by half by 2017, thus reducing by half the proportion of students who are not college and career ready. Meeting this goal will require all schools and districts to accelerate progress for all students, particularly those who are furthest behind. Through the hard work and dedication of their teachers and students, many Massachusetts schools and districts have already halved their proficiency gaps over the past five years, proof that our goal is ambitious, yet achievable.

To measure progress toward that goal and classify schools in an accountability and assistance level, we are proposing to create a Progress and Performance Index (PPI) that combines a set of measures that include our current best indicators of progress towards college-and career-readiness: progress on gap-closing as measured by our state assessments in English language arts, mathematics, and science; performance at the *Advanced* and *Warning/Failing* levels; growth/improvement; and graduation and dropout rates for high schools. Targets will be differentiated for each district, school, and subgroup depending on its starting point in the baseline year, 2010–11, with the goal in each case to cut in half the proportion of students who are not on track to college and career readiness (performing at least at the *Proficient* level). As a result, districts, schools, and subgroups that are furthest behind are expected to make the strongest gains and thus close achievement gaps.

Massachusetts will continue to issue and report Annual Measurable Objective (AMO) determinations using PPI indicators for students in the aggregate, low income students, students with disabilities, English language learners, and the state’s major racial and ethnic subgroups. We will also make determinations for a new “high needs” subgroup composed of students who are low income, have a disability, or are English language learners or former English language learners.

The high needs subgroup includes students falling into one or more of the following subgroups: student with disabilities, English language learners, former English language learners, and low income students. Many of our schools do not meet our current minimum N threshold of 40 students for issuing accountability determinations. By measuring progress and performance for the high needs student subgroup rather than considering each student demographic group individually, we are able to hold nearly 200 more schools accountable for subgroup proficiency gaps along with overall performance. Beginning with accountability determinations issued in summer 2012, we intend to lower our minimum N threshold for subgroups from 40 to 30 students to better ensure a continuous focus on the achievement of all students, particularly those from traditionally low achieving demographic groups. In doing so, we will hold more than 100 additional schools accountable for students who are English learners, have disabilities, or come from low income families. All told, by using the high needs subgroup for accountability purposes and reducing our subgroup N size, more than 300 schools that currently do not have sufficient numbers of students with disabilities, English learners, or low income students to allow us to render individual subgroup accountability determinations will now be held accountable for the performance and progress of those students. Additional details regarding the high needs subgroup, including safeguards Massachusetts will implement to ensure

attention to the performance of all student groups, are described in section 2.B.

Beyond the indicators described above, the PPI will also consider participation in the state English language arts, mathematics, science, and English language proficiency tests. It will include data for the four most recent years, with the most recent years weighted most heavily. Over time, as additional indicators of college and career readiness become available, we will expand and improve the index to include them. This index will allow us to better identify and describe schools and districts needing support across a spectrum of very strong to very weak performance. Additional details on our proposed AMO and PPI methodology appear in section 2.B.

Classification

We propose to classify schools as follows.

Level	Description
Level 1	On track to college and career readiness
Level 2	Not meeting gap closing goals
Level 3	Focus: Lowest performing 20% of schools (including schools with the largest gaps)
Level 4	Priority: Lowest performing schools
Level 5	Priority: Chronically underperforming schools

We will also use four years of data to identify and recognize high achieving and/or greatly improving schools. These will be considered our state’s Commendation, or Reward, schools. Commendation schools will be classified in Level 1.

As described in more detail in sections 2.D.i and 2.E.i, the PPI for all students is the primary consideration in placing schools in Levels 4 and 5, while the PPIs for both all students and the high needs subgroup are factors in the placement in Levels 1 and 2. Schools may be classified in Level 3 based on persistently low performance of all students, the high needs group, or any individual (discrete) student subgroup.

We propose to classify districts at the level of their lowest performing school, in keeping with Massachusetts’ current framework for district and school accountability and assistance. For example, a district with one or more Level 4 schools would be a Level 4 district, while a district whose lowest performing school is Level 2 would be a Level 2 district.

Support

The development of the state’s framework for accountability and assistance was grounded in our belief in three core principles:

1. The district should be the entry point for the state’s accountability and assistance work,

not the school. The state’s role should be focused on building district capacity to support and guide improvement efforts in individual schools.

2. A strong accountability system is not enough to ensure continued improvement. A parallel system of assistance and intervention is necessary to secure continued, strong improvement.
3. Every district does not need the same amount of support from the state. The depth of ESE’s engagement with each district should be based on the severity of the problem.

These three principles informed our thinking in the development of this waiver proposal. We are committed to moving away from the “one size fits all” method required under NCLB and to tailor our assistance and support to meet the actual needs of our districts. Our system of support for districts and schools seeks to clearly define the problem, what needs to be done immediately after classification on the framework, the range of activities that are permissible, and the scope and level of support that districts can anticipate from ESE.

Under our proposal districts will be required to reserve up to 25 percent of their Title I, Part A funds on a sliding scale to address identified needs. Districts will have the flexibility to scale their responses based on their unique needs, but ESE will improve its own fiscal accountability processes to monitor the quality and efficiency of district improvement efforts. Details are contained in Sections 2.D to 2.G.

Supports and interventions available to districts and schools will be available through a range of vehicles (professional development, online modules, professional learning communities, etc.) and will vary in scope to target particular areas that need strengthening. Massachusetts will no longer mandate NCLB school choice and supplemental educational services (SES) as currently required under NCLB. Supports and interventions will instead include: expanded learning opportunities for struggling students, which may include tutoring and other supports offered through strategic partnerships; professional development that is embedded, sustained, and connected to educators’ needs; and other supports aligned to ESE’s 11 Conditions for School Effectiveness, including those that address students’ social-emotional needs and family-school engagement. Specific focus will be placed on the particular needs of students with disabilities and English language learners. Additional details about possible supports and interventions are in Sections 2.F. and 2.G.

Timeline

The results of the spring 2011 Massachusetts Comprehensive Assessment (MCAS) will serve as the baseline for establishing AMO targets for 2011–12 through 2016–17 for all districts, schools, and subgroups. We will publicly announce our initial AMO determinations under this flexibility in August 2012, comparing the 2012 results to the 2011 baseline. At that same time, we will use the Progress and Performance Index (PPI) to classify all schools and districts in the Commonwealth into Levels 1 through 5. Going forward, we will announce progress on AMOs and designations into accountability levels in the late summer each year based on the previous spring’s test results.

Communication

Beginning in spring 2012 we will provide district and school stakeholders, as well as parents and the general public, detailed information regarding the transition from Massachusetts’ current accountability and support system to the approach that is described in this request for flexibility. We will develop written materials and web-based presentations that will be available online at all times. We also plan to conduct webinars and face-to-face meetings with district and school staff. Further, we know that it is critical for internal staff and partners to be sufficiently knowledgeable about the system so that they can be ready to support the field and general public. Through discussions about our proposal, we have already begun the process of training our internal staff and partners, including our regional District and School Assistance Centers (DSACs), and will continue to conduct formal and informal trainings through the spring and summer of 2012.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input type="checkbox"/> The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must:</p> <ul style="list-style-type: none"> a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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Beyond English language arts and mathematics, ESE proposes to incorporate results from the state science assessment into the accountability framework. Students in Massachusetts public schools take science assessments in grades 5, 8, and high school and must pass the high school science assessment to receive a diploma; to date, however, these results have not been used in school or district accountability determinations. We intend to begin using science results in our accountability system to reinforce our commitment to college and career readiness and

emphasize the growing importance of competency in science, technology, engineering and mathematics (STEM) in today’s economy. This heightened focus on science performance will intensify the need for our public schools to continue to make science education a priority, in addition to English language arts and mathematics.

Schools and districts will be held accountable in the Progress and Performance Index (PPI) for their progress on closing proficiency gaps in science. We do not have student growth data for this assessment so will not include it in the growth/improvement portion of the PPI. Additional details on the role of science in the accountability system are in section 2.B. See Attachment 8 for state-level assessment data for science.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
<p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments</p>

		administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)
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The overarching goal of Massachusetts’ proposed accountability system is to **reduce the proficiency gap by half by 2017**. This goal applies to the state and to all districts, schools, and subgroups. To measure progress toward the goal and classify schools in an accountability and assistance level, the Massachusetts Department of Elementary and Secondary Education (ESE) proposes to create a Progress and Performance Index (PPI) that combines four years of data on state testing participation, student achievement, student growth/improvement, and graduation and dropout rates to provide a more comprehensive and nuanced measurement of district and school progress toward college and career readiness. ESE will establish annual measurable objectives (AMOs) for each district, school, and subgroup using PPI indicators. The primary purpose of AMOs will be to provide transparent reporting of district and school progress toward college and career readiness for all students, and, in turn, to incentivize continuous improvement. The primary purpose of the PPI is to identify schools and districts most in need of assistance, and, accordingly, place schools and districts in our framework for accountability and assistance.

Our goal, reducing the proficiency gap by half by 2017, represents a refinement of Option A, equally as ambitious, and will help ensure all of our students are on a path towards college and career readiness. Evidence has shown that this goal also is achievable: Over the last six years, 16 percent of Massachusetts schools have halved their proficiency gaps in ELA, 19 percent in mathematics.

Our proposal assumes that scoring *Proficient* or higher on the Massachusetts Comprehensive Assessment System is a robust proxy for college readiness. Previous research¹⁴ on Massachusetts high school graduates demonstrates that students scoring *Proficient* or higher on our grade 10 tests are substantially less likely to require remedial coursework in college. Specifically, the research shows that only 4 percent of students who score *Advanced* require remedial courses in public colleges and universities, and 25 percent of students who score *Proficient* but not *Advanced* need to enroll in a remedial course.

Throughout this section, we refer to measures based on MCAS, our existing state testing system. However, once the PARCC assessments are available we will reset our annual measurable objectives accordingly. In addition, beginning with the school year just completed (2010-11) our student-level data collection includes course completion and grades. We are also in the process of linking our PK-12 and higher education databases. As

¹⁴ <http://www.doe.mass.edu/research/reports/0208bhe.pdf>

these data sets mature, we will be incorporating indicators of course-taking into our measure of college and career readiness. These will include successful course completion in the first year of high school (ninth grade success), completion of MassCore (the Commonwealth’s college-ready course of study), and success in entry-level, credit-bearing courses in college.

The Progress and Performance Index: Measures

The Progress and Performance Index is a four-year, comprehensive indicator of district and school progress towards college and career readiness that incorporates the best measures of readiness available in Massachusetts today. As additional measures become available, and as our state moves to next generation assessments in 2014–15, we anticipate updating or expanding this index. For now, it includes four types of indicators: testing participation, student achievement, student growth/improvement, and high school graduation and dropout rates.

ESE will use the PPI to classify schools and districts in levels under the framework for accountability and assistance, while AMOs will serve as transparent reporting measures that inform the public and other stakeholders of the progress schools and districts are making toward college and career readiness for all students. Details are below.

1. Testing participation

Participation on state assessments will remain a primary anchor of the accountability system. As is the case presently under NCLB, all districts, schools, and subgroups will be expected to assess at least 95 percent of their students on the Massachusetts Comprehensive Assessment System (MCAS) and/or the state English Language Learner (ELL) assessment.¹⁵

Any school with less than a 95 participation rate in ELA, mathematics, or science will automatically fail to make its AMO in the aggregate or the subgroup(s) for which the rate falls below 95 percent, and as a result can only be classified in Levels 2 and higher. A school that does not meet its participation AMO may not be classified in Level 1: *On Track*. To meet the participation standard, English language learners in their first year of U.S. schooling must participate in the state ELL assessment and the MCAS for mathematics. ELLs in their second year of U.S. schooling and beyond must participate in both the English language arts (ELA) and mathematics MCAS and the state ELL assessment. Exceptions to the ELL assessment requirement will be made only where accommodations for ELLs with disabilities are not available for a particular test.

2. Student achievement

ESE will measure student achievement for districts, schools and subgroups with three indicators:

1. Closing proficiency gaps in ELA, mathematics, and science, as measured by the

¹⁵ Massachusetts currently assesses English language learners with the Massachusetts English Proficiency Assessment (MEPA) but plans to adopt the ACCESS assessment associated with the World-Class Instructional Design and Assessment (WIDA) consortium in 2012–13.

Composite Performance Index

2. Reducing the percentage of students scoring in the *Warning/Failing* category in ELA and mathematics
3. Increasing the percentage of students scoring in the *Advanced* category in ELA and mathematics

Progress on reaching the statewide goal of **reducing the proficiency gap by half by 2017** will be measured with the Composite Performance Index (CPI), a metric used in Massachusetts since 2004 that rewards continuous improvement toward proficiency. The CPI awards points to each student based on their achievement on the ELA, mathematics, or science assessments; a CPI of 100 indicates that all students are proficient or advanced. The points for all students in the district, school or subgroup are summed together and then divided by the number of students in the group being measured. The result is the CPI for that group and subject. For accountability purposes, ESE combines all tested grades when generating a district, school, or subgroup CPI. The following table provides an example CPI calculation for a group of 20 students.

MCAS Performance Level (Scaled Score Range)	Points Per Student	# of Students	Total Points
Proficient or Advanced (240–280)	100	10	1000
Needs Improvement High (230–238)	75	4	300
Needs Improvement Low (220–228)	50	3	150
Warning/Failing High (210–218)	25	2	50
Warning/Failing Low (200–208)	0	1	0
Totals		20	1500

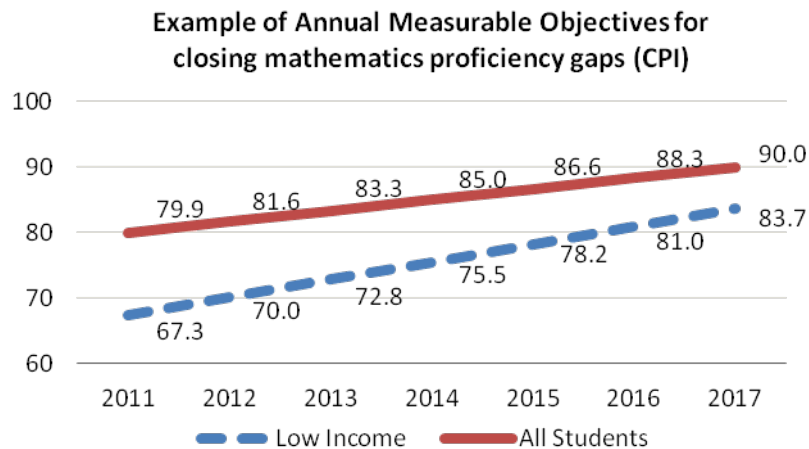
$$1500 \div 20 = 75.0 \text{ CPI}$$

The proficiency gap, in turn, is defined as the difference between a subgroup’s CPI and a CPI of 100. For instance, if a school has a 2010–11 CPI of 79.9 for the “all students” category in mathematics, its mathematics proficiency gap would be 20.1 CPI points, or 100 minus 79.9.

ESE will set differentiated targets for all districts, schools, and subgroups to close proficiency gaps in ELA, mathematics, and science. The goal for all will be same: to reduce the proficiency gap by half by 2016–17. Targets will be differentiated based on the group’s baseline in the 2010–11 school year, an acknowledgment that every district, school, and subgroup will be starting from a different place and that those furthest behind will have the most progress to

make.

For example, the school referenced above with the proficiency gap of 20.1 CPI points for all students will need to reduce that gap to 10 points by 2016–17, so its 2016–17 target will be a CPI of 90. The 10 CPI points the school is required to gain will be divided into six equal increments to establish targets for each of the six school years until 2016–17. Other subgroups within this school would have different CPI baselines and targets to reflect the need for different rates of improvement to reach the 2017 goal. For instance, if low income students in the same school have a CPI of 67.3 in 2011, their target will be 83.7 by 2017, a faster rate of increase than that of all students. The graph below illustrates this example.



ESE will assign credit in the Progress and Proficiency Index based on how close the district, school, or subgroup comes to meeting the annual targets for ELA, mathematics, and science. Full credit will be given to those that meet the target, as well as to schools whose CPI meets the 80th percentile or higher for the group when comparing statewide results (currently the 80th percentile equates to a CPI of approximately 95 for ELA and 91 for mathematics). This allows us to implement a key feature that was requested by our stakeholders: to enable high performing groups to meet the target even with minor drops in performance. This feature guards against penalizing an otherwise high-performing school or district for minor fluctuations that may reflect measurement imprecision rather than a true decline in performance. Partial credit will be awarded to those groups that show improvement in the CPI but fail to meet the target, minimal credit will be awarded to those showing no change, while groups that decline will receive no credit. To incentivize and recognize very strong progress toward eliminating proficiency gaps, we will award additional credit to schools and groups that exceed their AMO targets or meet the 90th percentile or higher for the group based on statewide results. We expect all schools to not only strive to meet their established goals but to exceed them, and believe that stretching the PPI scale in a way that provides recognition for very positive progress toward eliminating proficiency gaps will create a strong incentive for schools to continue to improve student learning and the quality of instruction for all.

Points Awarded	Achievement Outcome
100	Exceeded AMO target or met CPI of 90 th percentile for the group
75	Met AMO target or met CPI of 80 th percentile for the group
50	Improved below target
25	No change
0	Decline in CPI

The second achievement indicator will be progress in **decreasing the percentage of students scoring in the *Warning/Failing* category** of the ELA and mathematics MCAS assessments. This indicator holds districts and schools accountable for their lowest performing students and rewards continuous improvement in reducing the percentage of low achievers, ensuring that the focus remain on all students, not just those closest to being proficient. ESE will assign credit in the PPI to those schools that reduce their percentage of students in the *Warning/Failing* achievement categories by 10 percent or more each year. Those that fail to reduce the percentage of students in the *Warning/Failing* categories by 10 percent or greater will not receive credit in the PPI for this indicator.

Points Awarded *	Achievement Outcome
25	Decreased percentage of students in <i>Warning/Failing</i> categories by 10 percent or more
0	Did not decrease percentage of students in <i>Warning/Failing</i> categories by 10 percent or more

* Schools without all PPI indicators (e.g., schools without science results) will be assigned credit for this indicator in proportion to the total number of indicators for the school.

The third achievement indicator is **improvement in the percentage of students scoring *Advanced*** on the ELA and mathematics MCAS assessments, intended to hold districts and schools accountable for and to incentivize continuous improvement beyond proficiency. Fewer than 5% of students who score *Advanced* on the grade 10 MCAS tests require remedial courses in college, so creating an incentive to reach *Advanced* will also foster college and career readiness.

ESE will assign credit for this indicator based on changes in a group's percentage of students scoring *Advanced* relative to the prior year.

Points Awarded *	Achievement Outcome
25	Gain of 2.5 percentage points or more in <i>Advanced</i> category
0	Gain of less than 2.5 percentage points in <i>Advanced</i> category

* Schools without all PPI indicators (e.g., schools without science results) will be assigned credit for this indicator in proportion to the total number of indicators for the school.

3. Growth/Improvement

Massachusetts views the ability to include student growth and improvement along with achievement in our accountability system as a major benefit to this waiver opportunity.

Since 2008 Massachusetts has annually reported a measure of student growth on the MCAS. Each student with at least two consecutive years of MCAS scores receives a student growth percentile (SGP), which measures how much the student changed relative to other students statewide with similar scores in previous years. Student growth percentiles range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth. SGPs are calculated for both ELA and mathematics in grades 4 through 8 and grade 10, and we aggregate them for groups of students with the group median.

Our impact data clearly demonstrate that high levels of growth place students on track to proficiency and, in turn, college and career readiness. Specifically, our data show that growth at the 60th percentile results in all students being on track to proficiency in ELA and the vast majority of students being on track to proficiency in math. Accordingly, in PPI calculations, ESE will assign full credit to districts, schools, and subgroups that show substantial growth/improvement. With this indicator we aim to incentivize high growth, increasing growth rates from year to year, and reducing the number of non-proficient students in a school. Accordingly, we will assign credit for:

- Exceeding the median SGP for the state. The statewide median SGP for all students is 50, so a student group would receive full credit in the PPI with an SGP of 51 or higher.
- Increasing the group's median SGP over the previous school year.
- Reducing the percentage of non-proficient students by at least 10 percent (assuming at least 30 students in the group are tested).

Our proposed assignment of credit for growth/improvement is described in the table below.

Points Awarded	Meet SGP Target	Increase SGP	Decrease % Not Proficient
100	10 points or more above state median	or +15 points	
75	1 to 9 points above state median	or +10–14 points	or ≥10%
50	0 to 9 points below state median	or +1–9 points	
25	10 to 19 points below state median		
0	20 or more points below state median		

4. High School Graduation and Drop Out Rates.

For high schools, we will include both graduation and dropout rates in the Progress and Performance Index as indicators of success in preparing students to be ready for college and careers. Massachusetts is currently exploring additional measures of college and career readiness for use in the PPI and will propose to include other measures as they become available.

High schools will be held accountable for their cohort graduation rate and will be required to meet the state target to receive full credit in the PPI. However, the PPI will also award partial credit for continuous improvement in the four- and five-year graduation rates. The chart below describes points assigned for 2011–12. In 2012–13 and beyond, Massachusetts will increase its four- and five-year graduation rate targets.

Points Awarded	Four-Year Rate		Five-Year Rate
100	≥ 95%	or	≥ 95%
75	≥ 75%	or	≥ 80%
50	Any improvement	or	Any improvement
25	No change	or	No change
0	Decline from prior year	or	Decline from prior year

High schools will also be held accountable for their annual dropout rate. The cohort graduation rate is a cumulative four-year statistic and is difficult to improve in one year. Including the dropout rate provides an opportunity to reward schools that are reducing dropouts, even if the impact has not yet registered in the cohort graduation rate. Districts, schools and subgroups will all be expected to halve their annual dropout rates by 2017, with differentiated targets similar to those described above.

For example, a school with a 2010–11 annual dropout rate of 3.0% in the “all students”

category will have a goal of reducing that percentage to 1.5% by the end of the 2016–17 school year. The 1.5 percentage points will be divided into six equal increments to establish targets for each of the six school years until 2016–17. Similar to the CPI targets, groups would have differentiated targets with the same goal. For example, English language learner students in that same school with a starting dropout rate of 5.0% would have a goal of 2.5% by the 2017 school year.

Credit for the annual dropout rate in the PPI will be awarded as follows:

Points Awarded	Dropout Rate Outcome
100	Met final (2016-17) target or met dropout rate of 90 th percentile school
75	Met annual target or met dropout rate of 80 th percentile school
50	Improved below target
25	No change
0	Increase in annual dropout rate

Calculating the Progress and Performance Index

The PPI combines all of the indicators described above into a weighted index that uses four years of data. After accounting for the participation requirement, the PPI consists of nine indicators for elementary and middle schools and 11 indicators for high schools in each year, as follows:

Category	Indicators
Participation	ELA, mathematics, science
Achievement	
• Reduce proficiency gaps	ELA, mathematics, science
• Increase % <i>Advanced</i>	ELA, mathematics
• Decrease % <i>Warning/Failing</i>	ELA, mathematics
Growth	
• Meet growth objective	ELA, mathematics
Additional indicators for high schools	Cohort graduation rate, annual dropout rate

Each year, each district, school, and subgroup will be given full or partial credit, as described above, on each of these indicators. These scores will be combined together for an overall rating for each year. Next, we will combine four years of ratings into a weighted index, with the most recent year's data carrying the greatest weight, as follows:

- Most recent year: 40%
- One year prior: 30%

- Two years prior: 20%
- Three years prior: 10%

PPI results will be reported on a 100-point index for each district, school, and subgroup, as well as the state as a whole. A district, school, or group will be considered to have met its AMO if it achieves a PPI of 75 or higher.

Classifying schools and districts

A primary goal of this proposal is to unify our federal and state accountability systems. Too often today our districts and schools are confused by how the two systems interact and are left unsure of how their accountability designations were determined. We believe that the PPI will solve this problem. The same data indicators across the same number of years will be used both to report federal determinations for districts and schools and to classify them within our state accountability system. A unified system of accountability will help schools understand their data and how it relates to their classification and will help ESE target its resources and interventions effectively to the schools and districts in most need.

We propose to classify schools and districts as follows.

Level	Description
Level 1	On track to college and career readiness
Level 2	Not meeting gap closing goals
Level 3	Focus: Lowest performing 20% of schools (including schools with the largest gaps)
Level 4	Priority: Lowest performing schools
Level 5	Priority: Chronically underperforming schools

We will also use four years of data to identify and recognize high achieving and/or greatly improving schools. These will be considered our state's Commendation, or Reward, schools. Only schools in Level 1 may be classified as Commendation schools.

Schools will be assigned into Levels 1 and 2 based on their PPI for two groups: all students and high needs students. The high needs subgroup includes students falling into one or more of the following subgroups: student with disabilities, English language learners, former English language learners, and low income students. Many of our schools and subgroups do not meet our current minimum N threshold of 40 students for issuing accountability determinations. By measuring progress and performance for the high needs student subgroup rather than considering each student demographic group individually, we are able to hold nearly 200 more schools accountable for subgroup proficiency gaps along with overall performance. Beginning with accountability determinations issued in summer 2012, we intend to lower our minimum N threshold for subgroups from 40 to 30 students to better ensure a continuous focus on the achievement of all students, particularly those from

traditionally low achieving demographic groups. In doing so, we will hold more than 100 additional schools accountable for students who are English learners, have disabilities, or come from low income families. All told, by using the high needs subgroup for accountability purposes and reducing our subgroup N size, more than 300 schools that currently do not have sufficient numbers of students with disabilities, English learners, or low income students to render individual subgroup accountability determinations will now be held accountable for the performance and progress of those students.

Using the high needs subgroup for classification into Levels 1 and 2 holds many more schools accountable for traditionally under-served students and addresses a frequent stakeholder criticism of the AYP system in that it eliminates multiple-counting of individual students who may be classified in multiple subgroups. At the same time, this approach retains a focus on all students, including racial and ethnic minorities. In 2010-11 the high needs group included 82% of African-American/Black students and 88% of Hispanic students statewide. At the school level, approximately 20 percent of African-American/Black and Hispanic students attend schools that fail to meet the minimum N size of 30 for their racial/ethnic group. When we use the high needs group and the same N size, however, only 15 percent of African-American/Black and Hispanic students are not included in individual subgroup determinations. In other words, using the high needs subgroup allows us to hold more schools accountable for African-American/Black and Hispanic students than using the traditional racial/ethnic subgroups alone.

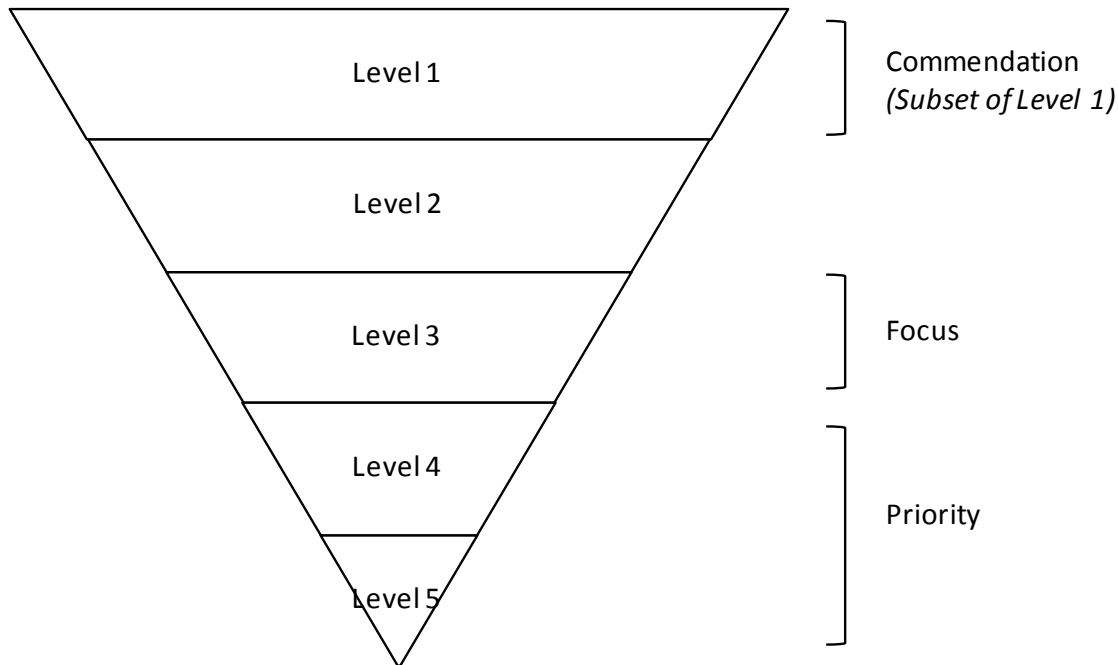
- Stakeholders expressed strong support for the use of the high needs subgroup and in general perceived it as a fairer means of classifying schools and districts. We believe in the benefits of this approach; however we understand the need to implement certain safeguards to ensure that districts and schools attend carefully to the performance of individual subgroups and take action accordingly. We will issue AMO/PPI determinations for all groups with 30 or more students, and will publicly report on the performance and progress of all groups with 20 or more students. Each district will be required to publish annual report cards and make the report card available via its web site.
- We will use AMO/PPI determinations for all student groups to direct supports and interventions in districts with schools in Levels 2 through 5. See sections 2.D, 2.E, and 2.F for details.
- We plan to bolster our current improvement planning requirements for all districts, regardless of accountability and assistance level, related to the districts' special education, English learner, and low income students.
- We will classify a school in Level 3 based on the persistent low performance of any student group.

Further, we commit to carefully monitoring and adjusting our approach to issuing annual accountability determinations for Massachusetts schools and districts. If our planned approach fails to result in improved achievement for all students, we will make the necessary

adjustments.

As described in more detail in sections 2.D.i and 2.E.i, the PPI for all students is the primary consideration in identifying schools for placement in Levels 4 and 5. As described in section 2.E., schools may be classified in Level 3 based on the persistent low performance of all students, the high needs group, or any individual student subgroup. As in section 2.F., schools are classified into Levels 1 and 2 based on the PPIs for both all students and the high needs subgroup.

Below is a graphical summary of our proposed accountability levels and how they relate to the required designations of Reward, Focus, and Priority schools.



2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools.

ESE agrees that schools that make great progress deserve to be recognized and plans to meet the federal requirement for Reward Schools by adapting its existing Commendation School identification process. Schools will be identified as Commendation Schools if they

demonstrate high achievement, make strong progress, or narrow proficiency gaps. Commendation Schools will be determined by identifying the strongest performers over four years on various elements of the Progress and Performance Index (PPI) described in section 2.B. and will be commended in every category in which they meet the qualifying criteria. Schools that have significant gaps between student groups that are not closing may not be designated as Commendation Schools. Based on preliminary simulations, ESE expects approximately 5 to 10 percent of all schools to annually meet the criteria for designation as Commendation Schools. Districts will not receive Commendation designations.

Commendation for High Achievement

High achieving schools are those with the highest relative performance for both the aggregate and high needs groups across the PPI achievement indicators (i.e., CPI proficiency gaps, percent *Warning/Failing*, percent *Advanced*, annual dropout rate, and four-year and five-year cohort graduation rates). To be eligible, a school must meet the following conditions:

- Be classified in Level 1;
- Assess 20 or more students in the aggregate in each of the most recent four years and assess 30 or more high needs students in each of the most recent four years;
- Rank within the top 10% of schools with similar grade spans on the PPI achievement indicators for both the aggregate and the high needs groups;
- Achieve an aggregate five-year cohort graduation rate of 94% or higher;¹⁶ and
- Demonstrate improvement on the CPI for all subgroups in both English language arts (ELA) and mathematics over the most recent four school years.

Commendation for High Progress

High progress schools are those with the highest relative performance on the PPI growth/improvement indicators (median student growth percentile and changes in CPI) in both English language arts and mathematics for students in the aggregate. To be eligible, a school must meet the following conditions:

- Be classified in Level 1;
- Assess 20 or more students in the aggregate in each of the most recent four years;
- Rank within the top 10% of schools with similar grade spans on the PPI improvement indicators for students in the aggregate;
- Demonstrate improvement in the five-year cohort graduation rate for students in the aggregate over the most recent four school years, or achieve an aggregate five-year cohort graduation rate of 94% or higher for three consecutive years;
- Demonstrate improvement on the CPI for all subgroups in both English language arts (ELA) and mathematics over the most recent four school years.

¹⁶ This is approximately equivalent to the 75th percentile of five-year graduation rates for the 2011 cohort.

Commendation for Narrowing Proficiency Gaps

Schools commended for narrowing proficiency gaps are those with the highest relative performance on the PPI growth/improvement indicators in both ELA and mathematics for students in the high needs subgroup. To be eligible, a school must meet the following conditions:

- Be classified in Level 1;
- Assess 30 or more high needs students in each of the most recent four years;
- Rank within the top 10% of schools with similar grade spans on the PPI improvement indicators for students in the high needs subgroup;
- Demonstrate improvement in the five-year cohort graduation rate for students in the high needs group over the most recent four school years, or achieve a high needs five-year cohort graduation rate of 94% or higher for three consecutive years;
- Demonstrate improvement on the CPI for all subgroups in both ELA and mathematics over the most recent four school years.

2.C.ii Provide the SEA’s list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Schools that make great progress and have success in closing proficiency gaps deserve to be celebrated and recognized for their achievements and can serve as useful mentors for schools that continue to struggle. We plan to designate an elite group of schools (approximately 5 to 10 percent of all schools, based on current simulations) that make substantial gains as Commendation Schools and recognize them annually both through a state-level event and by awarding each school with a certificate for display within the school. Once named, these schools will have the opportunity to engage in regional activities and meaningful partnerships with our Level 3/Focus schools.

The state’s District and School Assistance Centers (DSACs), a primary component of our statewide system of support, regularly convene school and district leaders in study groups to discuss key issues such as the characteristics and implementation of interventions that show great promise. Our stakeholders have voiced a clear desire for more systematic way to share best practices, and under this flexibility, our Commendation Schools could serve as valuable demonstration sites. Depending on the availability of funding, these schools will be eligible for a limited number of “promising practice” grants to encourage their leadership teams to participate in communities of professional practice with their peers from schools with similar demographic and performance profiles within the DSAC region, particularly Level 3/Focus schools. This will help connect our lower performing schools with relevant and proven models for improving results.

We anticipate that educators from the state’s Commendation Schools will welcome the opportunity to share their lessons learned with leadership teams from other schools and will appreciate the recognition their schools will receive as a result of this new designation.

The partnerships between Commendation Schools and Level 3/Focus schools will be just one facet of a larger system of networking and partnership activities already in place in Massachusetts that we anticipate enhancing through this waiver. For details, please see the description of our process for building state, district, and school capacity in Section 2.G.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools.

Massachusetts currently has a strong system for identifying and intervening in our lowest performing schools and districts. The waiver will enable us to integrate our state system with federal accountability requirements and, in turn, expand the supports available to those schools.

In our current state accountability system, we designate the lowest performing 20% of schools in the state as Level 3. Under state law we may designate up to 4% of those as Level 4 schools: the lowest performing, slowest improving schools statewide. Both Level 3 and Level 4 schools are currently identified with the same indicators we propose to include in the Progress and Performance Index (PPI), using a slightly different methodology. Both designations are made using four years of data. Through this process we have already identified 35 schools as Level 4 schools, 34 of which remain open as of fall 2011 (see Attachment 9). On November 15, 2011, the Commissioner named an additional six Level 4 schools. We propose to classify all 40 of these schools as Priority schools for the purposes of this waiver. These are all schools that were identified as being among the lowest 4% of all schools in the state based on performance of all students in terms of proficiency on Massachusetts’ statewide assessments, having an aggregate graduation rate less than 60% over a number of years, and/or a Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds to implement a school intervention model.

As new assessment data becomes available, we will identify additional Level 4/Priority schools using the PPI methodology described above to meet the requirement that Priority schools equal 5% of the state’s Title I schools. We will continue to identify Level 4/Priority schools from among the lowest performing 20% of schools. However, we will adjust the current methodology for identifying Level 3 schools to ensure that this group includes the schools with the largest achievement gaps, as Level 3 will now be used for identification and classification of our Focus schools. The methodology for identifying Focus schools is described in section 2.E.iii. The Commissioner will have discretion to classify a school as Level 4/Priority based on a number of factors, including resource availability and other information collected beyond the PPI.

State law requires that the total number of Priority schools not exceed 4% of all schools statewide. This limit is larger than the minimum number of schools we will need to designate to meet the federal waiver requirement for Priority schools, so we anticipate no difficulty in integrating the two systems.

2.D.ii Provide the SEA’s list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Overview

As described in Section 2.D.i., our lowest-performing schools are classified as Level 4 or Level 5 in our district framework for accountability and assistance. For the purpose of this flexibility, these will be our Priority schools.

Since the 2010 enactment of the Commonwealth’s Act Relative to the Achievement Gap, state law and regulation require that once a school is placed in Level 4, the Department of Elementary and Secondary Education (ESE) must notify the district’s school committee, superintendent, local teachers’ union or association president, and the school’s principal and parent organization. This begins a purposefully detailed, inclusive process designed to involve the community in the turnaround of the Level 4 school, resulting in a redesign plan approved by the commissioner. State law (M.G.L. Chapter 69, Section 1J) requires that the redesign plan be designed only after soliciting the recommendations of a local stakeholder group, convened by the superintendent, that includes representatives from the district’s school committee, the school’s administration and faculty, local social service, health and child welfare agencies, local workforce development agencies, parents, community members, ESE, and other stakeholders. The federal requirements for school improvement grant funding, both generally and for each intervention model, are integrated within the redesign plan. The superintendent must submit the redesign plan to the local stakeholder group, local school committee, and lastly to the commissioner for approval.

Beyond contributing to approval of the plan, the state assigns assistance liaisons and accountability monitors, defines exit criteria, including measurable annual goals tailored to each school and based on empirical data, assesses fidelity to the federal turnaround principles as well as district capacity to implement one of four federally-required implementation models, and provides targeted assistance via partner providers, tools, templates, and other resources.

Redesign Plans

Our system requires districts with Level 4 schools to develop a redesign plan to rapidly implement interventions aligned to each of *Conditions for School Effectiveness*. These

conditions identify research-based interventions that all schools, especially those that are most struggling, need to implement to effectively meet the learning needs of every student in every student subgroup. Our *District Standards and Indicators* identify the characteristics of effective districts in supporting and sustaining these conditions in their schools.

We provide our Level 4 schools and districts with a redesign plan template that meets the statutory requirements for a “turnaround plan” under state law, and also serves as the foundation for any district application for federal School Improvement grant (Section 1003(g)) funding. The redesign plan takes the place of any other school improvement plan and is a multi-part instrument that, for a three-year period:

- Addresses district-level capacity to support its Level 4 schools;
- Provides a blueprint for intervention at each identified school;
- Sets measurable annual goals which serve as the standard for exiting Level 4 status. (Complete details are contained in the redesign plan template, included as Attachment 12.)

Within the redesign plan, districts are required to identify any district-level issues that will be addressed. Prior to identifying interventions in Level 4 schools, they must demonstrate that they have the capacity to plan for, implement, and monitor school-level redesign efforts, including the effective allocation of resources (people, time, materials, and fiscal, including all ESEA funds).

In addition, the district must:

1. Clearly describe what their approach will be to result in rapid, systemic change in its Level 4 schools within three years. This must include a theory of action guiding their strategies and school-level interventions;
2. Provide a description of the district’s redesign and planning process, including descriptions of teams, working groups, and stakeholder groups involved in the planning process, especially the process used by district-and school-level redesign teams to identify the interventions selected for each Level 4 school;
3. Describe how the district will recruit, screen, and select any external providers to provide the expertise, support, and assistance to the district or to schools;
4. Describe the district’s systems and processes for ongoing planning, supporting, and monitoring the implementation of planned redesign efforts, including the teaming structures or other processes, such as the use of liaisons, coaches, or networks, that will be used to support and monitor implementation of school-level redesign efforts;
5. Describe which district policies and practices currently exist that may promote or serve as barriers to the implementation of the proposed plans and the actions they have taken or will take to modify policies and practices to enable schools to implement the interventions fully and effectively;
6. Describe how the district will ensure that the identified school(s) receive ongoing,

intensive technical assistance and related support from the state, district or designated external partner organizations;

7. Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working,

Examples of Meaningful Interventions

In addition to identifying systems, processes, and issues at the district level, the plans must also describe how the school will implement interventions aligned to the Conditions for School Effectiveness as a blueprint for school-level redesign efforts. A description of each condition and examples of meaningful interventions aligned with the turnaround principles that districts with Priority schools could implement is below.

Condition for School Effectiveness	Examples of Interventions	Turnaround Principles Addressed
Effective School Leadership	The district has a pipeline for identifying, recruiting, selecting, and supporting school leaders who are likely to be successful in accelerating student achievement and supporting adult learning in the Level 4 school. ¹⁷ The intervention includes quantitative and qualitative tools that create a profile of the effective leader and places the individual within a continuum on an individualized professional learning plan that matches support to the principal's strengths and needs. The principal receives a signing bonus to work in a Level 4 school and has further opportunities for financial rewards based on the school meeting specific academic achievement targets. ¹⁸	Provide strong leadership
Principal's Staffing Authority	Base the district and Level 4 school's recruitment, selection, incentives, and induction efforts on rigorous turnaround competencies that aggregate best practices and research about effective teaching and turnaround schools from leading teacher recruitment organizations (e.g., Teach for America, The New Teacher Project, the Boston Teacher Residency Program) and that serve as key leading	Ensuring that teachers are effective and able to improve instruction; Strengthen the school's instructional

¹⁷ Examples of how we prepare district and school leaders to effectively lead their systems, are posted at <http://www.doe.mass.edu/edleadership/nisl/>.

¹⁸ Details about the state's vision for creating a cohesive school leadership system are posted at <http://www.doe.mass.edu/edleadership/mcls/>.

	indicators of the teacher’s likely effectiveness in improving student achievement outcomes. ¹⁹	program
Professional Development and Structures for Collaboration	Redesign the school day to facilitate school-based learning communities for teachers in Level 4 schools to create opportunities for peer-led support and accountability. This intervention provides space and place for differentiated paths and plans for teacher growth and improvement depending on their career stage and performance, as well as their rating of practice and impact on student learning based on multiple measures. The intervention may also include instructional coaches who work with teachers to strengthen their skills in areas such as lesson planning, student data analysis, and in-class pedagogy. (For a more detailed description of this particular intervention, please refer to Section 2.E.iii.) ²⁰ The intervention would be coupled with a schedule for conducting regular learning walkthroughs to place the instruction observed on a continuum of practice that encourages collaborative conversations among participants about the nature of teaching and learning, which can lead to decisions and actions that are deeply rooted in the classroom experience. ²¹	Ensuring that teachers are effective and able to improve instruction; Redesign the school day, week, or year; Strengthen the school’s instructional program; Use data to inform instruction and for continuous improvement
Tiered Instruction and Adequate Learning Time	Implement a tiered system of support focused on system-level change in classrooms, the entire Level 4 school, or across a network of Title I school to meet the academic and non-academic needs of all students, including students with disabilities, English learners, and students who are academically advanced. (For a more detailed description of this intervention, please refer to Section 2.E.iii.)	Ensuring that teachers are effective and able to improve instruction; Redesign the school day, week, or year; Strengthen the school’s instructional program; Use data to inform instruction and for continuous

¹⁹ Details on the staffing authority intervention are posted at <http://www.doe.mass.edu/sda/framework/level4/SelectingTeachers.pdf>

²⁰ The state’s Common Planning Time Self-Assessment is posted at <http://www.doe.mass.edu/sda/ucd/CPTtoolkit.doc>.

²¹ The state’s Learning Walkthrough Implementation Guide is posted at <http://www.doe.mass.edu/sda/ucd/walk/ImplementationGuide.pdf>.

		improvement
Students' Social, Emotional, and Health Needs	Provide school-based services to address the social, emotional, and health needs of the students in the Level 4 school. The school and parents jointly address the developmental needs of students early in their education; school teams including school nurses, counselors and teachers meet on a regular basis to discuss and address the challenges of individual students; students receive routine and preventative care. As a consequence, the proportion of at-risk students will decline as they progress through school, and inequalities in literacy, numeracy, and other measures of educational attainment would be sharply reduced. (For a more detailed description of this intervention, please refer to Section 2.E.iii.)	Strengthen the school's instructional program; Use data to inform instruction and for continuous improvement; Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement; Provide ongoing mechanisms for family and community engagement
Family-School Relationships	Establish a coordinated early childhood education program that provides young children who are likely to belong to the focus group in a Level 4 school with the early learning experiences they will need to succeed in elementary school. The intervention may also employ an intergenerational component that helps parents provide a home environment that supports children's learning needs, provides opportunities for them to monitor the progress of their child and communicate with school personnel, and provides assistance to parents to tutor their children at home to reinforce work done in school. (For a more detailed description of this intervention, please refer to Section 2.E.iii.)	Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement; Provide ongoing mechanisms for family and community engagement
Strategic Uses of Resources and Adequate Budget	Use of our District Analysis and Review Tools (DARTs) to analyze more than 40 quantitative indicators to gauge the overall health of the district and school, especially as compared to like districts and schools	Provide strong leadership; Use data to inform instruction and for

Authority	that are getting better results over time, to self-evaluate and make sound, strategic decisions in the allocation of resources and in specific areas such as staffing and finance and in serving English language learners. ²² We are also developing a similar tool for examining school and district strengths and needs with respect to its students with disabilities. ²³	continuous improvement
Aligned Curriculum	Implement a six-stage process for developing professional learning communities in the school that define the roles and responsibilities of teachers, school leaders, and district leaders at each stage. The six stages are: 1) launching the work of the instructional team to reduce teacher isolation by increasing professional collaboration around the instructional core, establishing a vision and purpose, and handling logistics and setting norms; 2) analyze data and set instructional and performance targets at each level (school, grade/course, classroom, and for individual students); 3) prioritize students' skill, conceptual understanding, and problem-solving needs, and develop a plan to address each student's individual needs; 4) build and share standards-based lessons; 5) implement collaboratively designed lessons and monitor progress; and 6) celebrate success and review progress by reflecting on the work of the instructional team and archiving and disseminating effective lessons. ²⁴	Ensuring that teachers are effective and able to improve instruction; Redesign the school day, week, or year; Strengthen the school's instructional program; Use data to inform instruction and for continuous improvement
Effective Instruction	Within a tiered system of support, the district and Level 4 school has a model for English language learner instruction that conceptualizes academic language, effectively addresses the core components of English language acquisition, incorporates academic language in instructional practice, and focuses on mastery that will support these students' successful preparation for college and career. Classroom routines, content and language expectations will be coordinated at each language proficiency level and during transition from one level of language acquisition to the next. Embedded professional development is designed to match the	Ensuring that teachers are effective and able to improve instruction; Redesign the school day, week, or year; Strengthen the school's instructional program; Use data to inform

²² The DART tool is posted at <http://www.doe.mass.edu/sda/dart/>

²³ The District Data Team Toolkit is posted at <http://www.doe.mass.edu/sda/ucd/ddtt/Introduction.pdf>.

²⁴ Professional Learning Community guidance is posted at <http://www.doe.mass.edu/sda/ucd/PLGuidance.doc>.

	<p>professional and learning needs of staff and to build upon English learner teaching strategies across all content areas. The model includes an English learner coach who works side by side with mathematics and literacy coaches in the Level 4 school, as well as other specialists. The coach follows a schedule that allows for collaboration with other coaches by following an established coaching cycle, as well as “on demand” coaching. The coach identifies language needs, develops and supports sheltering strategies for all English learners in the Level 4 school, and monitors language development.²⁵</p>	<p>instruction and for continuous improvement</p>
<p>Student Assessment</p>	<p>Within a tiered system of support, the district and school has a balanced system of formative and benchmark assessments. The system is guided by is guided by: 1) Universal Design for Learning (UDL) principles (multiple means of representation, multiple means of action and expressions, and multiple means of engagement), 2) valid research, 3) the analysis of MCAS results and other assessments, and 4) input from professional staff. One such intervention may include the Galileo Instructional Data System. This assessment and data analysis system enhances the ability of teachers, school and district leaders, parents, and students to identify trends in student learning, improve classroom instruction, and ultimately raise student academic achievement. Districts design benchmark (interim) assessments and then use the technology for administration, analysis, and reporting. These assessments provide data to inform instruction, support programmatic decision-making, encourage collaborative inquiry, and enable systematic student interventions in Level 4 schools.²⁶</p>	<p>Ensuring that teachers are effective and able to improve instruction; Redesign the school day, week, or year; Strengthen the school’s instructional program; Use data to inform instruction and for continuous improvement</p>

Because our Level 4/Priority schools are required to address all of these conditions at once in their redesign plans, we have seen many of these schools rapidly transform into high functioning learning environments for students. This occurs through the redesign of school and district systems and supports including school leadership, instruction, and family/community partnerships. It also involves a rapid diagnosis of student needs, instruction tailored to the

²⁵ Details on our blueprint for tiered systems of support is posted at <http://www.doe.mass.edu/mtss/>.

²⁶ Details on best practices in using the Galileo Instructional Data System is posted at <http://www.doe.mass.edu/omste/galileo/0509teleconf.pps>

needs of each student, and a culture of high expectations for all students, parents, and families.

- 2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Massachusetts has already begun to implement meaningful interventions in its existing Level 4/Priority schools. In January 2010, the state legislature passed *An Relative to the Achievement Gap*, which codified through law and regulation the identification of the state’s lowest performing schools as Levels 4 and Level 5. Massachusetts identified 35 Level 4/Priority schools in spring 2010. As of November 2011, 34 of those schools remain open and are in the process of implementing redesign plans. Results from the 2011 MCAS show that two-thirds of our Level 4/Priority schools showed substantial improvement in student achievement in both English language arts and mathematics, so we are confident that our turnaround strategies hold great promise in rapidly improving student results.

Our Commissioner identified an additional 6 Level 4/Priority schools on November 15, 2011. We will identify additional Level 4/Priority schools based on assessment results from spring 2012 and beyond. We are committed to ensuring that the turnaround principles are implemented in each Level 4/Priority School by the start of the 2014–15 school year.

- 2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

In accordance with state regulations governing district and school accountability and assistance (603 CMR 2.00), ESE has established the following academic exit criteria for existing Level 4 schools, which we propose should also apply to Level 4/Priority schools. The exit criteria require schools to demonstrate substantial progress for students in the aggregate and for the high needs subgroup (all low income, special education, and English language learner students). Please note that as we move forward in time, we will use updated data when establishing thresholds for comparable improvement:

- 1) Increase the Composite Performance Index (CPI) in English language arts (ELA) and mathematics in the aggregate and for high needs students over a three-year period.
 - a) Level 4 elementary and middle schools shall increase the CPI comparable to the improvement that the top 30 percent of improving schools made statewide between 2006 and 2009.
 - b) Level 4 high schools shall increase the CPI comparable to the improvement that

the top 40 percent of improving schools made statewide between 2006 and 2009.

- 2) Decrease the percentage of students scoring *Warning/Failing* on standard MCAS tests in ELA and mathematics in the aggregate and for all high needs students over a three-year period.
 - a) Level 4 elementary and middle schools shall decrease the percentage of students scoring *Warning/Failing* on standard MCAS tests comparable to the improvement that the top 30 percent of improving schools made statewide between 2006 and 2009.
 - b) Level 4 high schools shall decrease the percentage of students scoring *Warning/Failing* on standard MCAS tests comparable to the improvement that the top 40 percent of improving schools made statewide between 2006 and 2009.
- 3) Achieve and maintain a median student growth percentile (SGP) of 40 or higher in ELA and mathematics in the aggregate and for all high needs students within three years; and
- 4) By the end of the three-year period for which Level 4 high schools have set measurable annual goals, such schools shall meet the Commonwealth’s graduation rate target for that year for all student groups.

In addition, prior to removing a school from Level 4 status, ESE will ensure that the capacity and conditions are in place at both the district and school levels to sustain that improvement.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.”

State statute requires ESE to identify Level 3 schools as the lowest performing 20% of all schools in the state. We do this using four years of data on the performance of students in the aggregate on the same indicators we plan to use in our Progress and Performance Index (PPI). Schools are identified proportionately by grade span to ensure equitable representation of all types of schools. We propose to combine this approach with one that identifies the schools with the largest achievement gaps and classify all these schools as Level 3/Focus schools.

To identify Level 3/Focus schools under our proposed new system, we will begin by identifying the 10% of Title I schools in the state with persistently low subgroup achievement

levels and graduation rates, based on the performance of any individual subgroup (i.e., the high needs group, low income students, English language learners, students with disabilities, or any of the state’s major racial and ethnic subgroups) and per the waiver requirements for Focus schools. Among this 10% of schools, we will first select high schools whose five-year cohort graduation rate data over the most recent four consecutive years was below 60% for any subgroup in each of the four years (approximately 20 schools for 2011–12). The remaining schools to meet the 10% requirement will be those with the lowest performance on the PPI for any subgroup. We will select schools proportionately within grade spans, consistent with current practice, and will ensure that any low performing student group, including English language learners, students with disabilities, low income students, and racial/ethnic subgroups, is represented.

To meet the state requirement to designate the lowest 20% of all schools as Level 3, we will need to identify additional schools in this level. These schools will be those with the lowest performance on the PPI for students in the aggregate. All schools in Level 3, whether identified on the basis of low graduation rates, low subgroup performance, or low aggregate performance, will be considered Level 3/Focus schools.

With each Level 3/Focus School designation we will clearly indicate the student group that should be prioritized at the school; for example, “Focus School: English language learners” or “Focus School: high needs students.” If a Focus School has more than one low performing subgroup, then ESE will identify each of the lowest performing groups to maintain priority on the students most in need of additional support. These designations, along with subgroup AMO/PPI determinations, will guide the interventions described in 2.E.iii.

2.E.ii Provide the SEA’s list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA’s focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Timeline

As described in Section 2.E.i, we will use the four most recent years of data to identify Level 3/Focus schools. Beginning in summer 2012, districts will be notified annually if one or more of their schools will be designated as a Level 3/Focus school. This designation will serve as a formal acknowledgement that current practices are not working in a way that serves all students and will trigger a requirement for the district to establish priorities for action and make decisions about the allocation of resources, including people, time, materials, and funding. Our regional District and School Assistance Centers (DSACs) will be available to support these schools in this planning process.

Following the designation of a Level 3/Focus school, districts will be required to submit a proposal to the Department of Elementary and Secondary Education (ESE) for implementing the interventions they have identified. ESE will review the plans, provide feedback and in some cases, may require districts to implement specific interventions based on our interpretation of the needs assessment, student performance data, including AMO/PPI determinations for all student groups, or other information, such as findings from a review of the district and its schools by our accountability office.

Once the planning is complete, it is expected that work will begin immediately. The district will be required to implement the interventions at the beginning of the school year in which the school received its Level 3/Focus designation. Level 3/Focus schools identified in summer 2012 will begin implementing interventions at the start of the 2012-13 school year.

Process

Level 3/Focus schools will use the *Conditions for School Effectiveness Self-Assessment* to determine which interventions should be considered the highest priority.²⁷ This is a rigorous state-developed instrument designed to enable districts and schools to gauge their development of each condition and related interventions along a continuum. (The 11 *Conditions for School Effectiveness* are the same areas that must be addressed by our Level 4/Priority schools in developing redesign plans, as described in Section 2.D.iii.)

The conditions are aligned with our six *District Standards and Indicators*, a set of key indicators of the district's ability to effectively support all of its schools while intervening aggressively in its most struggling schools.²⁸ In performing the needs assessment, the district may discover that more systemic change is needed in its systems and structures, such as how the school is governed, staffed, or funded.

All of the state's districts are expected to make steady progress toward implementing the *Essential Conditions for School Effectiveness* in their schools and those with Level 4/Priority schools are required to develop a redesign plan to rapidly address all 11 conditions. Level 3/Focus schools will be expected to use the *Conditions for School Effectiveness Self-Assessment* to prioritize those conditions directly linked to the most struggling student groups and implement interventions most likely to have a positive impact on these populations. In some schools this may affect only specific student groups, while in others these interventions may have a direct impact on every student. We will strengthen the existing *Conditions for School Effectiveness Self-Assessment* instrument to incorporate a systematic process for prioritizing interventions that address the needs of low-achieving students and those at risk of not meeting the state academic standards, including English learners, students with disabilities, low income students, and those from low-achieving racial/ethnic subgroups.

²⁷ The Conditions for School Effectiveness Self-Assessment is available at <http://www.doe.mass.edu/sda/ucd/CSESelf-Assesment.doc>.

²⁸ The District Standards and related indicators are available at: <http://www.doe.mass.edu/sda/review/district/StandardsIndicators.doc>

We propose that a district with one or more Level 3/Focus schools be required to reserve up to 25 percent of its Title I, Part A funds on a sliding scale to support the implementation of interventions. This set-aside will vary depending on the scope of the problem, the number of affected schools in the district, the number of students in the focus population, and the district's overall Title I, Part A allocation.

To conform to the rules for qualifying Title I school attendance areas, we propose allowing the district to set the funding aside at the district level. This will enable the district to address needs in multiple Title I schools or to use Title I funding for district-wide support (e.g., instructional coaches or school networking activities). We anticipate that by giving districts some degree of flexibility in how to use these resources, they will be able to maximize the benefit based on the unique needs of their Level 3/Focus schools.

The following examples illustrate two likely scenarios we anticipate that some districts may face:

- A district with one Level 3 school and a moderate Title I, Part A allocation may have a focus population that is small in size relative to the overall enrollment of the school. In this case, a single, targeted intervention may be appropriate, the cost of which could approximate 5 to 10 percent of the district's overall Title I, Part A allocation.
- Alternately, a district with either multiple Level 3 schools or a single Level 3 school with a large enrollment and for which the focus population is all students may need to fund a broader set of interventions to impact the entire school system. Under this scenario, more resources and a longer-term change process may be needed, and we would require the district to commit up to 25 percent of their Title I, Part A funding over a period of several years.

In exchange for greater flexibility in the use of Title I funds for interventions, we will increase our oversight efforts to ensure the quality and efficiency of district improvement work in the Level 3/Focus schools. For example:

- We will ensure interventions are funded based on the scale of the problem and implemented according to prescribed timelines, and we will track the expenditure of Title I funds on specific interventions across years;
- We will require our districts to specify the funding source if non-Title I funds are used in place of or in addition to Title I funds to meet the reservation requirement;
- We will only allow districts to amend their Title I grant application to reallocate unspent funds for interventions on a case-by-case basis and after careful scrutiny; and
- In some instances, we may require a district to carry over unspent funds for an intervention in a given year to fund the intervention in the following year or require that funds for interventions be expended over multiple years.

Examples of Interventions²⁹

The Conditions for School Effectiveness Self-Assessment is designed to be an in-depth examination of current practice that identifies areas of strength and highlights areas requiring intervention. The tool delineates the level of development of each condition along a continuum: *Little Evidence*, *Developing*, *Providing*, and *Sustaining*. District and school leaders, the regional District and School Assistance Center (DSAC), staff responsible for day-to-day instruction, and other key stakeholders will work together to use the self-assessment and other sources of information to prioritize those conditions requiring the most urgent attention and identify appropriate interventions. Interventions may be scaled based on need and availability of funds. For example, a district may redesign the school day to provide academic tutoring for a small focus population, or it may engage in a more comprehensive effort to provide a broad array of academic and/or enrichment opportunities for the entire school population.

Below are five sample scenarios that illustrate interventions that districts may select to address the needs of students in their Level 3/Focus schools.

1. A district redesigns the school day to facilitate *school-based learning communities* for teachers in its Level 3 school(s) to create peer-led support and accountability opportunities. Professional development requirements are raised, and teachers and school leaders work together to develop effective instructional practices, studying what actually works in classrooms. With the implementation of Massachusetts' new educator evaluation regulations, this intervention provides space and place for differentiated paths and plans for teacher growth and improvement depending on their career stage and performance, as well as their rating of practice and impact on student learning based on multiple measures. It may also include instructional coaches who work with teachers to strengthen their skills in areas such as lesson planning, student data analysis and in-class pedagogy. This approach would strengthen teachers' professional practice and improve the quality of instruction. This intervention would be appropriate for elementary, middle, and high schools.
2. A district implements a *tiered system of support* focused on system-level change in classrooms, the entire Level 3/Focus school, or across a network of Title I schools to meet the academic and non-academic needs of all students, including students with disabilities, English language learners, and students who are academically advanced. The flexible tiers provide a robust and responsive educational environment that

²⁹ The process for identifying and implementing interventions described in this section applies to all schools placed in Level 2, 3, and 4 on our framework for district accountability and assistance. The primary differences are the scope of the problem (e.g., districts with one or more Level 4 school must implement multiple interventions aligned to all 11 Conditions for School Effectiveness; those with Level 3 or Level 2 schools other levels may implement fewer, more targeted interventions to address specific areas of need) and the level of ESE engagement (e.g., districts with Level 2 schools have relative autonomy in selecting interventions; districts with Level 3 schools consult with the DSAC in selecting interventions and must present a proposal to ESE for approval; interventions in Level 4 schools require the Commissioner's approval as part of the redesign plan).

provides students with a continuum of multiple supports to meet their needs, with each tier providing an increased intensity of academic and non-academic supports. The movement and the intensity of support are based on data from universal screenings, assessments and progress monitoring, and the data drives the instructional decision-making throughout the process. The tiered system is supported by incorporating technology as an instructional tool and part of a data collection system. For English language learners, the system includes a model for conceptualizing academic language, a framework for effectively addressing the core components of English language acquisition and incorporating academic language in instructional practice, as well as a focus on mastery that will support these students' successful preparation for college and career. For students with disabilities, the system specifies how relevant information from each student's Individualized Education Plan (IEP) will be incorporated into the design and implementation of instruction and assessments to enable students eligible for special education services to fully access the system of tiered instruction and non-academic supports. This approach will help educators know how to provide appropriate levels of interventions for all students and triage supports to meet the needs of every student, especially students with disabilities, English learners, and low achieving students. This intervention would be appropriate for elementary, middle, and high schools.

3. A district provides *school-based services* to address the social, emotional, and health needs of the students in the Level 3/Focus school. The school and its parents jointly address the developmental needs of students early in their education; school teams composed of school nurses, counselors and teachers meet on a regular basis to discuss and address the challenges of individual students; students receive routine and preventative support and care. Students with acute health problems receive services in a timely manner; their health is monitored in a systematic way as they progress through school, and problems are addressed early that might otherwise impede their learning. As a consequence, the proportion of at-risk students declines as they progress through school. This method will boost student performance by addressing the issues in their lives outside the school context that may be affecting their ability to learn at school. Such an intervention would be highly appropriate for elementary schools, but may also have applications for middle and high schools.
4. A district *redesigns the school day or year* (which may include time before school, after school, vacations, weekends, and summers) to provide a broad array of academic and/or enrichment opportunities to students in the Level 3/Focus school in addition to the learning experiences they already receive. This additional time is focused on a small set of clear and ambitious goals for student learning in which each student has a schedule and academic program tailored to address their individual needs, which may include tutoring and other academic supports. Students are provided with a broad array of enrichment opportunities that deepen their

engagement in school in areas including the arts, foreign languages, hands-on science, business, community service learning, and leadership. This type of intervention will help to foster trusting relationships and a sense of belonging for students; engage them in activities and routines intended to reinforce school values, behaviors and attitudes necessary for success such as hard work, perseverance and responsibility; improve the transition from middle to high school; and promote youth leadership, 21st century skill development, and college and career readiness. Such an intervention would be appropriate for elementary, middle, or high schools, and could be targeted to address a subset of students within the school.

5. A district establishes a *coordinated early childhood education program* to provide young children likely to belong to the focus group in a Level 3/Focus school with the early learning experiences necessary to prepare them for the academic expectations of elementary school. Collaborative planning and decision-making structures exist between the district, its Level 3/Focus schools, and early childhood centers. An integrated professional development system is formed, providing early childhood and elementary school educators with frequent opportunities to collaborate and share information and data ensures aligned, age-appropriate learning experiences for students, and structured opportunities for education professionals in both sectors collaborate in helping families and educators identify children’s needs early and refer them to appropriate services. Such a program may also employ an intergenerational component to help parents develop a home environment that supports their children's learning needs, provides opportunities to monitor the progress of their child and communicate with school personnel, and provides assistance to parents to tutor their children at home to reinforce work done in school. Such an intervention would be appropriate for elementary schools.

6. A district provides *intensive support to one or more Level 3/Focus schools with high English learner populations*. Such an intervention would be comprehensive and multifaceted, touching multiple aspects of the school’s organizational structure and instructional program. It would be guided by a theory of action grounded in ensuring that each child’s unique needs are evaluated and appropriate instruction provided to ensure that all children, particularly the school’s culturally and linguistically diverse children, have opportunities to succeed in school. Classroom teachers will receive training that will enable them to effectively instruct ELLs. Multidisciplinary school teams will receive training in differentiating cultural and linguistic differences from disabilities in making special education eligibility determination decisions for English learners. All instruction and interventions will be purposefully designed to consider each student’s cultural and linguistic background as well as their linguistic proficiency in English or their native language. The district will redesign the school schedule to allow for collaboration among all educators (e.g., speech and language therapists, school psychologists, counselors, ESL/Bilingual specialists, etc.), thereby providing

opportunities for professional dialogue, peer coaching, and the creation of instructional models integrating the best practices of the various fields of education and related services, nationally and in Massachusetts. The school will recruit staff qualified to work with culturally and linguistically diverse children and families, and the district will create a continuum of opportunities for both program staff and parents to learn more about each other, their child’s strengths and needs, and potential parent roles, from volunteering in the classroom to making decisions about programmatic issues to advocating for their children’s education.^{30 31}

For any school (elementary, middle, or high school), the district may also identify one or more ESE-approved partner(s) to add value and capacity to the district and school in implementing the chosen interventions. (See section 2G for the process we will use for the rigorous review and approval of external providers to support the implementation of interventions in priority and focus schools.) Potential partners could include technical assistance organizations, community-based organizations as part of our wraparound zone initiative, or a Commendation School in the region with demonstrated success in serving the focus population. (See section 2.C.iii for further detail.)

Evidence of Success in Similar Schools

The interventions described above are purposefully aligned to our *Conditions for School Effectiveness*. Our District Standards, in turn, specify those district-level systems and practices necessary to provide and/or support the implementation of these conditions in schools. In 2009, ESE contracted with the Regional Education Laboratory-Northeast and the Islands (REL-NEI) to provide evidence validating the *Conditions for School Effectiveness*. REL-NEI staff researched libraries, federal resources, and online databases to find rigorous and current research on each condition. The resulting document, the *Conditions for School Effectiveness Research Guide*, is available as a resource to help school and district leaders make sound decisions in selecting interventions aligned to priorities, evaluating them, and justifying their expense.³²

Based on evidence we have accumulated over the past two years in reviewing district and school plans that address the *Conditions for School Effectiveness*, we are now able to identify and disseminate information about interventions conducted successfully in schools with similar demographic and performance characteristics similar to our Level 3 schools. Specific examples include:

- We have developed a blueprint outlining a tiered system of supports. The *Massachusetts Tiered System of Support (MTSS)* describes the flexible tiers, the core

³⁰ For a description of the tools district and school leaders will use to perform a needs assessment of the school’s organizational structure and instructional program, please see 2.G.

³¹ Adapted from Esparza Brown, J. & Doolittle, J. (2008) *A cultural, linguistic, and ecological framework for response to intervention with English language learners*. Tempe, AZ: The National Center for Culturally Responsive Educational Systems (NCCRESt) and Naughton, S. (2004). *Preschool issues concerning English language learners and immigrant children: The importance of family engagement*. Oakland, CA: Children Now.

³² The Conditions for School Effectiveness Research Guide is posted at <http://www.doe.mass.edu/sda/framework/level4/ConditionResearchGuide.pdf>

academic and non-academic components of the system, and the larger framework of district supports.³³ This system is aligned with our *District Standards and Indicators*, is one of our 11 *Conditions for School Effectiveness*, and provides the structure needed to develop the policies, practices, and procedures necessary to successfully implement such a system. We have compiled a growing list of presentations from districts and schools that illustrate how they implemented tiered systems of support to address students' academic and non-academic needs, especially the needs of students with disabilities and English language learners. For example, the Memorial Elementary School in Winchendon implemented literacy interventions for struggling readers with a focus on inclusion. The district implemented an uninterrupted 90-minute literacy block in which students are placed in flexible tiers based on data, students receive targeted instruction in specific skills, and progress monitoring is used to determine if students have reached their benchmark using instruments such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills), GRADE (Group Reading Assessment and Diagnostic Evaluation), and the Fountas–Pinnell Benchmarking Assessment System. The district provided a literacy coach for grades K–2, engaged staff in a graduate-level course on inclusion, engaged staff in book study, and trained all staff in the use of PBIS (Positive Behavioral Interventions and Supports). In the first year, the district saw a reduction in referrals for special education services, more than 80 percent of students progressed to the next school at benchmark, and staff reported an increase in student-centered collegial discussion.³⁴

- Our Expanded Learning Time (ELT) Initiative, now entering its sixth year of implementation in 19 schools, has provided us with compelling examples of how schools can redesign the school day or year to maximize time for core academics and provide a well rounded education for all students, particularly at-risk students. Massachusetts 2020, our partner in this initiative, has compiled a series of videos and case studies illustrating promising practices and lessons learned in our most successful ELT schools. For example, the Clarence Edwards Middle School in Boston significantly improved students' math scores by adding a Math League program that engaged students in team-based math study and competitions for an additional four hours per week. Other ELT schools, such as the Silvia Elementary School in Fall River, have worked to integrate project-based learning into the school day, either within core academic classes or in theme-based electives such as forensics, zoology, weather, or engineering. Teachers in these schools have reported that the increase in project-based learning has resulted in deeper student engagement and improved understanding of core concepts. The Jacob Hiatt Magnet School, a preK-6, 475-student school in Worcester, partnered with more than 10 arts and cultural institutions to provide integrated enrichment programming across all grade levels. In

³³ An overview of our MTSS initiative, including how tiered systems of support align with and are supported by our *Conditions for School Effectiveness and District Standards*, is posted at <http://www.doe.mass.edu/mtss/>

³⁴ Additional information on Winchester and other presentations are posted at <http://www.doe.mass.edu/mtss/ta/presentations/>.

addition to these success stories, Massachusetts 2020 has also compiled information on highly successful practices related to teacher planning and collaboration.³⁵

- For the past three years, our accountability office has undertaken a series of comprehensive district reviews to determine how effective their systems and practices have been at closing proficiency gaps between student groups in their schools.³⁶ Twenty-seven of these reviews have been completed to date. In 2009 we reviewed six districts where data pointed to responsive and flexible school systems that are effective in supporting all learners, particularly students with disabilities, or where there was an interest in making these systems more effective. In 2010 we reviewed 11 districts with Title I schools that advanced the performance of their English language learners, as measured by MCAS, at a greater rate than the statewide average for all English language learners statewide. In 2011 we reviewed 10 districts that substantially narrowed the proficiency gap for students from low income families for two consecutive years. Each review has contributed to a growing knowledge base about district systems, practices and interventions that can effectively serve low-achieving students.

- The state's *Guidance and Promising Practices* and *Exploring Best Practices in Redesign* documents, originally developed to support the implementation of our *Conditions for School Effectiveness* in Level 4/Priority schools, provide valuable case studies of successful school turnaround efforts in Massachusetts and nationally. Each resource identifies key practices and interventions the districts and schools profiled in the case studies employed to achieve their reform goals; highlights existing connections between these practices and the *Conditions for School Effectiveness*, and provides links to additional aligned resources to help facilitate redesign and reform efforts.³⁷ These resources are designed to help school and district leaders maximize collaborative time for teachers and time on learning for students; make informed decisions in identifying partners; explore collective bargaining implications; identify, recruit, and hire outstanding staff; address students' social, emotional, and health needs; and provide alternative English language education program scenarios for English learners, among other interventions.

The flexibility of the ESEA waiver will enable us to provide our districts with a differentiated recognition, accountability, and support system grounded in shared tools, processes, and resources, as well as a common language for discussing the interventions and supports we have learned are necessary to support the needs of our most struggling students.

³⁵ Additional examples of the success of Expanded Learning Time are available at Massachusetts 2020's website at <http://www.mass2020.org/node/12>

³⁶ The district review reports and related protocols posted at <http://www.doe.mass.edu/sda/review/district/>

³⁷ A complete list of resources is posted at <http://www.doe.mass.edu/sda/framework/level4/>

- 2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

A list of Level 3/Focus schools will be publicly released each year based on the four most recent years of data, with the previous year's data carrying the most weight. We anticipate some movement in and out of this designation each year as prior years' data becomes less heavily weighted. A school may meet its AMO/PPI targets but still be classified as a Level 3/Focus School if it remains among the lowest performers relative to other schools in the state. This allows ESE to direct resources and interventions to the lowest performing schools, even if they are meeting their targets. Conversely, schools that improve their performance such that they do not have the largest graduation or proficiency gaps or the lowest overall performance for their grade span may only exit Level 3/Focus School status if they also meet their AMO/PPI targets for the group(s) whose performance led to schools' identification. Because of the way the PPI is calculated, to move out of Level 3/Focus School status, schools will need to demonstrate sustained improvement over several years and should be on track for their progress to continue.

We will generate and release our first list of Level 3/Focus schools using the methodology described within this request for flexibility in August 2012, incorporating results from spring 2012.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOL

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
<i>Ex. Washington</i>	<i>Oak HS</i>	<i>111111100001</i>		<i>C</i>	
	<i>Maple ES</i>	<i>111111100002</i>			<i>H</i>
<i>Adams</i>	<i>Willow MS</i>	<i>222222200001</i>	<i>A</i>		
	<i>Cedar HS</i>	<i>222222200002</i>			<i>F</i>
	<i>Elm HS</i>	<i>222222200003</i>			<i>G</i>
TOTAL # of Schools:					

Total # of Title I schools in the State: _____

Total # of Title I-participating high schools in the State with graduation rates less than 60%: _____

Key	
<p>Reward School Criteria:</p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p>Priority School Criteria:</p> <ul style="list-style-type: none"> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D. Title I-participating or Title I-eligible high school with graduation rate less than 60% over a number of years E. Tier I or Tier II SIG school implementing a school intervention model 	<p>Focus School Criteria:</p> <ul style="list-style-type: none"> F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Since 2009, Massachusetts has defined its approach to district engagement based on the premise that district accountability and ESE assistance must be closely linked to produce continuous and sustainable improvement. In our view, districts are only as strong as their weakest school, which is why we assign them to one of five levels corresponding with the level assigned to each district’s lowest performing school(s).³⁸ Those requiring minimal state intervention are placed in Level 1; those requiring the most intervention are placed in Level 5 (see illustration below).

Our state system of support enables us to provide comprehensive assistance to districts that is differentiated by need, provides structured opportunities for teachers, administrators and district leaders to engage in activities including coaching, action research, facilitated work teams, professional communities of practice, and resource networking. Our *Conditions for School Effectiveness* and our *District Standards and Indicators* provide processes and tools to support evidence-based practices across the Commonwealth.

We know that we will only attain continuous improvement for all students if districts and schools share our vision and work with us as partners. To ensure this necessary “buy-in” from our districts and schools, the goals and targets that we set for them must be achievable as well as ambitious. Although we anticipate that the majority of schools and districts will initially be designated in Level 2, we are confident that the design of our PPI—which awards schools and districts credit for exceeding individual targets, reducing the numbers of lowest performing students, increasing performance at the *Advanced* level, and demonstrating substantial growth from year to year—will serve as a motivating factor and help lead to increase the quality of instruction and improve student learning for all.

We also know that for our plans for accountability and support to succeed they must be workable and manageable. We must target resources where they are most needed and resist the temptation to spread available resources too thinly. We are committed to recognizing strong performance, calling out and remedying proficiency gaps wherever they exist, and focusing with laser-like intensity on our lowest performing schools. We are also committed to constantly monitoring the effectiveness of our system and, if we do not see continuous improvement across the spectrum, adjusting the system as necessary.

³⁸ Exceptions occur when a separate district accountability review process or other information identifies persistent, pervasive issues with district governance or district-level systems. In these rare cases, the district may be identified as Level 4 even though all its schools perform at higher levels. Currently three Massachusetts districts fall into this category.

Differentiated Recognition

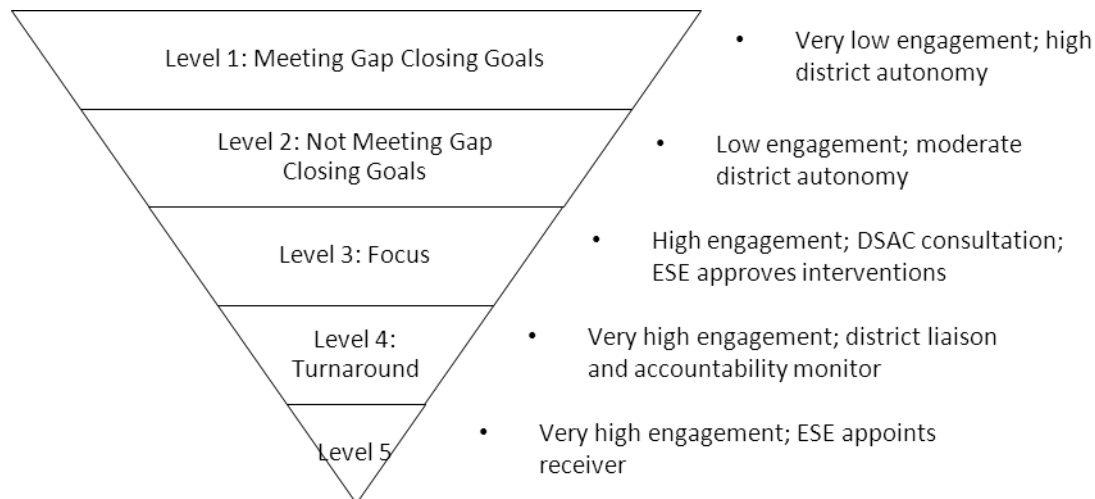
We will commend schools for high performance, high progress, and for success in closing proficiency gaps. Our Commendation Schools will serve as demonstration sites for effective or promising practices, and many will receive incentives to collaborate with Level 3/Focus schools that have been unsuccessful in meeting the needs of their lowest achieving students.

Differentiated Accountability

The amount of flexibility and autonomy each district receives is determined by its classification on the state accountability system.

- Level 1 districts are granted considerable autonomy and flexibility and have access to the online tools and resources available to all LEAs.
- Level 2 districts are granted some autonomy but must perform an annual needs assessment based on the state’s *Conditions for School Effectiveness* to implement and/or improve conditions in their schools that are not effectively supporting the needs of all students. To spur rapid improvement in the lowest performing schools within Level 2, we will identify those Level 2 schools that are on the cusp of entering Level 3.
- Level 3 districts receive priority assistance from the regional District and School Assistance Center (DSAC) and engage with the DSAC in both the needs assessment process and in the identification of interventions.
- Level 4 districts must rapidly implement priority areas for improvement from among the 11 *Conditions for School Effectiveness* in their Level 4 schools, are assigned a liaison from ESE to engage their leadership team in system-level analysis of district support activities, and are closely monitored for efficacy and impact.
- If a school is placed in Level 5, the most serious designation on our framework, we will engage a receiver to oversee management of the school.

The diagram below summarizes how accountability levels will relate to ESE supports and engagement.



Differentiated Supports

Our framework for district accountability and assistance provides an array of supports, services, and opportunities for schools and districts to engage in professional learning communities focused on establishing high expectations for all students, a common language to discuss school improvement efforts, and a knowledge base from which all educators can benefit.

We provide multiple *resources and tools*, many of which are available online, and are accessible for use by school and district leaders, other educators, school committees, and the public. To support the use of these tools we provide a network of *regional assistance* through our six District and School Assistance Centers (DSACs). In collaboration with partner organizations, DSACs use a regional approach to support self-assessment and planning, provide regional opportunities to learn about and share effective practices; and train, model, and facilitate the use of our resources and tools. Districts have a strong incentive to participate in DSAC activities because they add value and needed capacity, provide customized professional development and other supports; and serve as a venue for networking opportunities. Further, the relationship between a DSAC and a district is collaborative, not evaluative, fostering trust and an atmosphere of support.

Each DSAC is led by a Regional Assistance Director (RAD), a recently retired superintendent selected based on his or her prior record of accomplishment. Most RADs have operated one or more districts in the region and brings a deep understanding of the local, civic, cultural, economic, and educational context and the ability to meaningfully engage local stakeholder groups in the work. The RAD works directly with the region’s superintendents, providing opportunities for honest conversations about strengths and needs. Each RAD is supported by a team that includes a former principal, a data specialist, a mathematics specialist, and a literacy specialist, with the availability of additional support from ESE specialists as needed. Each DSAC serves as a forum for regional networks of school and district teams on various topics, especially the education of English language learners and students with disabilities, and for developing strong instructional leaders.

Other available tools and resources include:

- The District Analysis and Review Tools (DARTs) report on more than 40 quantitative indicators to allow all stakeholders to gauge the overall health of school or district. Users can track pertinent data elements over time and make sound, meaningful comparisons to the Commonwealth or to comparable districts. The DARTs provide a snapshot of school and district trends and allows users to examine trends over the most recent five years of available data; view school- and district-level data on easily accessible graphical displays; reflect and self-evaluate; locate comparable schools and districts elsewhere in the state based on student characteristics; and make comparisons to enable a district to collaborate with a similar district that has shown promising trends.

- Online models and self-assessment tools for district and school improvement that are aligned with our 11 *Conditions for School Effectiveness* and six *District Standards and Indicators*;
- The Early Warning Indicator Index system, a data-driven system to identify high school students who are at risk of not graduating on time. We are using federal Longitudinal Data System Grant Program (LDS-2) funding to expand the system to identify K–12 students that are potentially off track for their grade level or developmental age, including those students who are not on track to graduate with their peers and are identified as potential dropouts.
- We provide targeted grants to enhance district and regional capacity to plan, implement, and sustain practices to improve student performance that are aligned with the 11 *Conditions for School Effectiveness*. One of our goals as an agency is to guide school and district leaders to think more strategically about how best to maximize the various grants they receive, either through entitlement or competitive opportunities; ensure that grant resources are used in ways that directly contribute to attainment of agency goals; and create new practices within the agency itself to improve our practices around grant development, assessment, and award determination.
- The Commonwealth’s professional development programs will be scaled up through the DSACs, through train-the-trainer models, and through online webinars and courses. In addition, the quality of external professional development will be heightened through the establishment of new, more rigorous criteria for professional development providers in literacy and mathematics.
- Our foundational professional development course menu, offered through the DSACs and other sources, is designed to build educator effectiveness in five critical content areas: 1) instructional leadership, 2) sheltering content for English language learners, 3) inclusive instructional practices for students with disabilities, 4) mathematics, and 5) literacy.
- A Behavioral Health and Public Schools Self-Assessment Tool that allows districts and schools to evaluate their practices and strategies for supporting positive behavior and health of students. <http://bhps321.org/>.

Our *district liaisons* serve as project managers, and provide a direct communication link to ESE and coordinate support to the Commonwealth’s 10 largest urban districts to enhance their capacity to support every school, with a particular focus on their Level 4/Priority schools. Working with senior district leadership, the liaisons facilitate the development of professional learning communities in each school, support the use of multiple forms of data to inform system-wide action planning, and provide resources for systematic observation of classrooms, discussion of evidence, and action planning to improve teaching and learning and make

effective use of collaborative planning time.

The senior leadership of the Center for Accountability and Targeted Assistance and the district liaisons further this work by convening a monthly meeting of the Urban Superintendents Network (USN). The USN is chaired by superintendents from three different regions of the state and provides leaders from 23 urban districts with an opportunity to share ideas, concerns, and solutions to common problems with each other. Commissioner Chester uses the USN as a resource to gain input on policy decisions, including pursuing this waiver opportunity, and practical implementation challenges such as implementing the educator evaluation framework.

As our districts progress towards the goal of halving the proficiency gap for all students, they will steadily progress toward the full implementation of the 11 *Conditions for School Effectiveness* in all schools, with priority given to schools in Levels 3 and 4.

As shown in the table below, districts will be required to reserve up to 25 percent of their Title I, Part A funds to address identified needs. The *Conditions for School Effectiveness Self-Assessment* will be the primary instrument for identifying and prioritizing those needs, and the funding formerly set aside for public school choice, supplemental educational services, and required professional development will be used for the interventions and supports that address the identified needs.

Designation	Description	Title I Reservation
Level 1	On track: Schools meeting AMOs	Up to 1% ³⁹
Level 2	Schools not meeting AMOs	1 – 25% ⁴⁰
Level 3 (Focus)	Very low aggregate performance or large proficiency gaps (lowest performing 20% of schools)	1 – 25%
Level 4 (Priority)	Underperforming schools	1 – 25%
Level 5 (Priority)	Chronically underperforming schools	1 – 25%

³⁹ A district that receives a Title I, Part A allocation of greater than \$500,000 must reserve not less than 1% of its Title I, Part A allocation to carry out the provisions of section 1118, including promoting family literacy and parenting skills.

⁴⁰ The size of the reservation that will be required will be based on the scope of the problem the district has identified, the size of the focus school, and whether the district serves multiple focus schools.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and
 - iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).
- Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

The state’s district framework for accountability and assistance has established a coherent structure for linking ESE accountability and assistance activities with districts based on their level of need and has provided school and district leaders with common indicators and tools for diagnosing problems and identifying appropriate interventions. To guide this work we have developed two important tools:

- The *District Standards and Indicators* identify the characteristics of effective districts in supporting and sustaining school improvement.
- The *Conditions for School Effectiveness* identify those research-based practices that all schools, especially our most struggling schools, require to effectively meet the learning needs of all students. This tool also defines what each condition looks like when implemented purposefully and with fidelity.

As described in Section 2.F, our framework provides an array of supports, services, opportunities, and incentives for schools and districts to engage in professional learning communities focused on high expectations for all students, school and district improvement efforts, and the formation of a knowledge base from which all educators can build their capacity to support student learning.

The interventions in our Focus and Priority schools will be aligned to the *Conditions for School Effectiveness*, allowing us to compare the implementation of these interventions across all schools, between schools with similar demographic profiles and performance histories, and from classroom to classroom. This will provide state, district, and school leaders with a shared understanding of what is necessary to effectively achieve these conditions; where and when innovation should be encouraged and where consistency should be maintained; and how scarce time, fiscal, material, and human resources can be allocated efficiently and

effectively.

Our user-friendly, interactive data reporting tools like the District Analysis and Review Tool (DART), our School and District Profiles website, and our Education Data Warehouse also provide valuable information on leading indicators and student outcomes for all districts, schools, and student groups—particularly English learners and students with disabilities.

- To assist district and school teams in addressing the needs of their English learner populations, in December 2011 we released the DART for English Learners. This tool allows district and school teams to draw comparisons across districts and schools in English learner enrollment, MCAS performance, and performance on the Massachusetts English Proficiency Assessment (MEPA). The tool also allows users to flag achievement gaps within the school or district between their English learner population, students who were formerly English learners, and students who are non-English learners. Users can disaggregate MEPA performance by grade, by the number of years an English learner has been enrolled in Massachusetts schools, and by domain (writing, reading, speaking, and listening).⁴¹
- To assist district and school teams in addressing the needs of their students with disabilities, we intend to pair the *Conditions for School Effectiveness Self-Assessment* with a tiered instruction self-assessment.⁴² This tool assists will users in examining the extent to which the school has a multilevel system that maximizes student achievement, reduces behavior problems, identifies students at risk for poor learning outcomes, monitors student progress, provides and adjusts evidence-based interventions, and identifies students who may have learning disabilities. In addition, we will also be releasing a DART for Students with Disabilities in summer/fall 2012 with similar capabilities in disaggregating data within a school or district’s student population as well as drawing comparisons and flagging achievement gaps between populations. Both the English Learner tool and the forthcoming tool for students with disabilities will allow users to locate areas of strength in the instructional program in addition to areas needing improvement. As such, these tools and related data displays will serve as important artifacts when district and school leaders collaborate to evaluate existing interventions for these populations, as well as select new ones.⁴³

Using these data, our District and School Assistance Centers (DSACs) will give first priority for technical assistance to districts with Level 4/Priority and Level 3/Focus schools within their region. The DSACs will serve as a hub for engaging educators in professional learning communities, and our Commendation Schools will serve as demonstration sites to highlight promising and effective practices.

⁴¹ The District Analysis and Review Tool for English Learners is posted at <http://www.doe.mass.edu/apa/dart/>.

⁴² A working draft of the tiered instruction self-assessment instrument is posted at www.doe.mass.edu/apa/framework/level4/TieredInstruction.pdf.

⁴³ For detailed descriptions of interventions for English learners and students with disabilities, please see 2.E.iii.

Our proposed system will hold districts accountable for improving their school and student performance. All districts, including those in Level 1, will be required to develop and implement an annual self-evaluation and district improvement planning process using our district standards and indicators, resulting in a three-year District Improvement Plan. This plan will be designed to improve performance, particularly in the Level 3/Focus and Level 4/Priority schools in these districts.

Currently every school annually adopts school performance goals and develops and implements a written School Improvement Plan to improve student performance. We propose no change to this requirement through this waiver request. Under state law the school and district improvement plans must be aligned with one another and be based on an analysis of data that includes but is not limited to student performance and the District Analysis and Review Tool (DART) provided by ESE, as well as an assessment of actions the district and its schools must take to improve that performance.

The accountability and assistance level of a district is determined by the level of its lowest performing school, and the level of ESE engagement and funding that may be required to implement interventions increases as the needs of one or more schools in the district increase.

Commendation Schools

As described in Section 2.C.iii, we will call our Reward schools “Commendation Schools.” These schools will be annually recognized through a state-level event to promote and celebrate their significant progress, high performance, and/or success in closing proficiency gaps and will receive a Commendation School certificate for display within the school.

Under this flexibility, our Commendation Schools will serve as demonstration sites within each DSAC for practices that are effective or show great promise. Dependent on funding availability, Commendation Schools will be eligible for a limited number of promising practice grants to encourage their involvement in networking activities and other efforts to disseminate best practices and lessons learned. In particular, we will seek to foster close partnerships between Commendation Schools and Level 3/Focus schools that share similar demographic and performance profiles. Commendation Schools will be selected from schools that are in Level 1, based on their progress and performance.

Level 1

Districts in which all schools are placed in Level 1 will be considered Level 1 districts, indicating that they are making steady progress toward full implementation of the *Conditions for School Effectiveness* while recognizing the need to continue to support all students. Most of these districts will not be required to reserve Title I, Part A funding for interventions or supports; those that receive more than \$500,000 will be required to reserve 1 percent for parent/guardian involvement. These districts will retain access to all of the resources and tools available to districts with more serious issues. A Level 1 school in a district with Level 2,

3, or 4 schools will receive the lowest priority for support and intervention.

Level 2

Districts where the most serious accountability level of any school is Level 2 will be considered Level 2 districts. This designation will require the district to assess the level of implementation of one or more of the *Conditions for School Effectiveness* in the Level 2 school(s) and provide the support necessary to increase their effectiveness. The district will be required to reserve a portion of its Title I, Part A allocation to fund interventions and supports that deepen the level of implementation. The district will be required to use the *Conditions for School Effectiveness Self-Assessment* to identify priorities but will retain the flexibility to decide which interventions to fund, based on its unique needs. A Level 2 school in a district with Level 3 or 4 schools will receive moderate priority for support and intervention. However, ESE will specifically identify those Level 2 schools that are on the cusp of entering Level 3 in order to spur rapid improvement in the lowest performing schools within Level 2. ESE will review all proposals to fund interventions in Level 2 schools prior to implementation.

Level 3/Focus

Districts with one or more Focus schools will be placed in Level 3. Designation as a Level 3/Focus School will serve as a clear sign that current practices are not working in a way that serves all students and that urgent and dramatic change is needed for, at a minimum, the focus population. All Level 3 districts must use the *Conditions for School Effectiveness Self-Assessment* to identify unmet conditions and revise their District Improvement Plan and School Improvement Plans to meet them.

Level 3 districts will be required to reserve a substantial portion of their Title I, Part A allocations to fund those interventions aligned to the *Conditions for School Effectiveness* most likely to have an immediate, positive impact on the focus population. In addition, districts will be required to evaluate the extent to which their own systems and processes anticipate and address issues including school staffing, instructional and operational needs, especially at their lowest performing schools.

Any district with one or more Level 3/Focus schools will receive priority assistance from the regional District and School Assistance Center (DSAC), and seek their counsel in using the *Conditions for School Effectiveness Self-Assessment* to identify priorities and interventions. Level 3 districts must present a proposal to ESE for review and approval prior to the implementation of interventions. These proposals will be subject to the requirements provided in Section 2.E.iii.

Level 4/Priority

Districts with one or more schools among the lowest performing 4 percent of schools in the state may be placed in Level 4. These districts will be required to reserve up to 25 percent of their Title I, Part A allocation and other funds (such as federal school improvement grant

(Section 1003(g)) funding) to support interventions to rapidly implement all of the *Conditions for School Effectiveness* in its Level 4/Priority school(s). A description of the interventions aligned with the turnaround principles that district with Level 4/Priority schools will implement is provided in Section 2.D.iii.

ESE may appoint an assistance liaison to support any district placed in Level 4 to help in the development and implementation of a turnaround (redesign) plan for each of its Level 4 schools, along with an accountability expert to monitor whether the goals, benchmarks, and timetable in the redesign plan for each of the Level 4 schools are being met.

It is important to note that some districts may be placed in Level 4 because of concerns raised during a district accountability review process, even if their schools' performance is higher than Level 4. An assistance liaison will support these districts in district improvement planning to meet state regulations, and an accountability expert will monitor whether the goals, benchmarks, and timetable in the District Improvement Plan are being met.

Level 5/Priority

Districts with at least one Level 5/Priority school will be placed in Level 5, the most serious category in our accountability system, representing receivership. Like Level 4 schools, these will be considered Priority schools for the purpose of this flexibility.

The Commissioner may place a Level 4 school in Level 5 at the expiration of its redesign plan if the school has failed to improve as required by the goals, benchmarks, or timetable of its redesign plan; or if district conditions make it unlikely that the school will make significant improvement without a Level 5 designation. When a district is placed in level 5, the Commissioner will appoint a receiver for the district. The receiver (according to state law M.G.L. c. 69, § 1K) will retain all of the powers of the superintendent and school committee and full managerial and operational control of the district. Up to 25 percent of the district's Title I, Part A application may be used to fund interventions and supports at ESE's discretion.

Districts are independently eligible for placement in Level 5 on the basis of a district review; the report of an appointed accountability monitor; a follow-up review report; quantitative indicators set out in state regulations; or failure of a Level 4 district to meet the ESE-approved benchmarks or goals in its improvement plan in a timely manner.

Identification of External Providers

In some cases, a district may seek to collaborate with one or more external providers to support the implementation of interventions in Level 3/Focus and Level 4/Priority schools. Under this flexibility, we propose to extend our current process to identify external providers to our Level 3/Focus schools. This will expand our state capacity to serve our lowest performing schools and districts with high quality interventions demonstrated to improve student outcomes.

We have issued a series of procurements, each with an emphasis on a particular Condition for School Effectiveness, to identify Priority Partners with a proven record of accomplishment and demonstrated effectiveness in accelerating school improvement. Interested providers may respond to these opportunities on a rolling basis. All applicants are put through a rigorous review process prior to being selected.

Five-person review teams that include external and internal reviewers with relevant expertise and experience review written proposals from potential providers. All review teams participate in a training session, facilitated by ESE, to orient them to the review process and to participate in a joint scoring activity. Submissions are evaluated through a two-tier review process, as described below, with only top scoring proposals moving to Tier Two.

In Tier One, a formal review of each proposal will be conducted using a standard process and scoring rubric to assess the following qualification areas: *Defined Theory of Action; Experience and Willingness to Collaborate for Turnaround; Ability to Build Capacity for Sustained Improvement; and Proven Outcomes-Based Measurement Plan*. A subset of the review team will read and score each proposal. The outcome of each review will include: 1) a Tier One evaluation score, based on the combined scores of the reviewers; 2) a summary of strengths and weaknesses; 3) a set of questions and/or areas for further clarification to be addressed. The full review team will convene after all proposals have been reviewed and scored by teams. The purpose will be to develop a shared understanding of each proposal's team score, strengths/weaknesses, and areas in need of further clarification; based on this information, the review team will come to agreement about which proposals will proceed to the Tier Two Evaluation.

For each proposal that advances to Tier Two, the review process will involve a thorough evaluation of the applicant's demonstrated record of effectiveness and financial capacity. In addition to the evidence submitted in the written proposal, customer reference interviews will be conducted by an ESE team member, using a standard protocol and reference interview rubric. The interviewer will score the results; detailed notes will be shared with one other member of the review team.

Based on the results of the Tier One and Two evaluations, external provider management teams with high scoring proposals will be asked to participate in an interview with the review team. The interview will include both standard and customized questions based on the review of written proposals and reference interviews to clarify key issues; solicit additional information; and evaluate the provider's understanding of the expectations for working with a Level 3 or Level 4 school. The management team may also be asked to submit an amended proposal that reflects the feedback and expectations shared by the review team during the interview.

The full review team will make recommendations for the selection of Priority Partners, based on the combined results of the Tier One and Tier Two evaluations and the management

interviews.

Monitoring structure for ensuring successful implementation of interventions in Level 3-5 schools and districts

ESE's Office of School and District Accountability reviews and reports on the efforts of all schools and districts, including those placed in Levels 3 and 4, to improve the academic achievement of their students.⁴⁴ The office conducts detailed examinations of student performance, school and district management, and overall district governance, including programmatic and fiscal audits of district and school improvement plans and other documentation to ensure alignment of resources with identified priorities. The office also inspects individual schools, with a particular focus on Level 3/Focus schools, to evaluate efforts to improve and support the quality of instruction and administration. Finally, the office annually compiles a report of best practices from the list of reviews conducted that year and distributes the compiled list to all school districts in the Commonwealth. As described in 2.E.iii, in the past three years the office has conducted a series of district reviews with a focus on students with disabilities, English learners, and students from low income families.

Level 4/Priority districts and schools receive an extra level of scrutiny. As noted in 2.D.iii, districts with Level 4 schools must develop a redesign plan to rapidly implement interventions aligned to each of *Conditions for School Effectiveness* in those schools. Within the redesign plan, districts are also required to identify any district-level issues that will be addressed. Subsequent to plan approval, all Level 4 schools and districts are visited annually by an accountability monitor assigned by ESE. The monitor collects information on district and school improvement efforts, holds the district and school accountable for implementing interventions, and provides feedback to ESE and to the district on the efficacy and impact of those interventions.

As noted above, Level 5/Priority is the most serious category in Massachusetts' accountability system, representing receivership. The Commissioner may place a Level 4 school in Level 5 at the expiration of its redesign plan if the school has failed to improve as required by the goals, benchmarks, or timetable of its redesign plan; or if district conditions make it unlikely that the school will make significant improvement without a Level 5 designation. Districts are independently eligible for placement in Level 5 on the basis of a district review; the report of an appointed accountability monitor; a follow-up review report; quantitative indicators set out in state regulations; or failure of a Level 4 district to meet the ESE-approved benchmarks or goals in its improvement plan in a timely manner. Under state law, the commissioner and the receiver will create a Level 5 District Plan that will include district priorities and strategies to accelerate achievement with measurable benchmarks of progress that connect directly to accelerated improvement of outcomes for students in all schools. The receiver will

⁴⁴ State law requires the office to review at least 40 districts annually, not less than 75 percent of which are districts whose students achieve at low levels, either in absolute terms or relative to districts that educate similar student populations. In practice, these are our Level 3 and 4 districts. (The remainders of the reviews are divided equally among districts whose students achieve at high levels relative to districts that educate similar student populations, and randomly selected districts.)⁴⁴

implement the Level 5 District Plan and provide a monthly highlight report of progress toward measurable benchmarks of progress that connect directly to accelerated improvement of outcomes for students in all schools.⁴⁵

Massachusetts placed the Lawrence School District in Level 5 in November 2011. Lawrence is the first district in the state to be designated Level 5. As of the drafting of this submission, the Commissioner is in the process of naming a receiver for the district and beginning the process of developing an improvement plan.

Reducing burden and enhancing fiscal flexibility

We view this flexibility as an opportunity to add momentum to current initiatives designed to guide school and district leaders in developing their improvement plans while also sharply reducing the administrative burden the existing dual accountability systems currently create. The fiscal flexibility offered will also enhance this work by allowing our districts to use their fiscal resources more strategically.

Our state law already calls for a single three-year District Improvement Plan and annual action plans, and a single School Improvement Plan. Moreover, these plans must be aligned and must be based on an analysis of data, including but not limited to data on student performance, as well as an assessment of actions the district and its schools must take to improve that performance.

Under this flexibility, our existing integrated district and school planning cycle would replace the requirements for plans currently mandated under ESEA sections 1116(b) and 1116(c).

At present, districts must distribute 15 to 30-plus page local and school reports annually, as required under ESEA section 1116(c). The development and distribution of these report cards place an unnecessary burden on districts and schools. Their creation consumes valuable resources and the information they contain is dense, technical and of little use to parents, particularly those who cannot speak English. ESEA currently requires districts to send home at least seven different notifications to parents: the public school choice notification; the supplemental educational services (SES) notification; the report card; the district accountability status notification; the school accountability status notification; the right-to-know teacher qualification request; and the right-to-know notification of teachers not meeting highly qualified requirements.

We believe that report cards are duplicative, as we currently require districts to distribute MCAS Parent/Guardian Reports to the parents/guardians of every child participating in our assessment program (grades 3–8 and 10). These four-page reports give detailed, parent-friendly information on student achievement in literacy, mathematics, and science and

⁴⁵ On November 25, 2011, the Board of Elementary and Secondary Education placed the district of Lawrence in Level 5, the first district in Massachusetts to be so declared.

technology/engineering as compared to the child’s school, district, and state. MCAS Parent/Guardian Reports are produced by the state in the 10 most common languages spoken in Massachusetts homes.⁴⁶ In addition, we also require districts to send parent/guardian reports home with every child participating in our English learner assessment program (grades K–12). In both cases, the reports are produced at the state’s expense each fall and shipped to districts for distribution to parents.

Under this flexibility, our existing Parent/Guardian Reports would replace the report cards currently required under ESEA section 1116(c). We would adapt our reports to include the accountability and assistance level of the child’s school, what this designation means, and how parents/guardians can become involved in school and district improvement activities; and information about teacher quality and the right-to-know requirements regarding teacher qualifications. We would continue, however, to require our Title I schools to provide parents and guardians with timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

We believe this streamlined method of communicating information about student, school, district, and state performance will reduce duplication and unnecessary burden, allowing school and district leaders to save valuable time and resources. This method will also ensure that parents/guardians receive the information that will be most useful for them, presented in a clear and concise format and language.

With this proposal, we request a waiver of the requirements in ESEA sections 2141(a), (b), and (c) regarding highly qualified teacher improvement plans and the associated restrictions on the use of Title II-A and Title I, Part A funds. Flexibility from these requirements will allow ESE and our state’s school districts to focus fiscal and staff resources on the development and quality implementation of our new educator evaluation and support system, while reducing the burden that would come with implementing mandates that do not align with current efforts.

We further propose to use the flexibility offered to transfer funding from authorized programs into Title I, Part A and the optional flexibility to repurpose the 21st Century Community Learning Center funds. Conversations with district leaders and other stakeholders made clear that the freedom to think differently about these funding sources will allow the state and districts to enhance the Commonwealth’s already strong record of achieving college and career readiness for its students, a meaningful system of accountability and supports, and effective instruction and leadership in our public schools. It will also potentially allow the state to streamline and better coordinate grant application processes and reduce burden on districts.

In addition, Massachusetts is interested in ways that federal funds might leverage state and local revenue sources to encourage the implementation of strategies that have a strong

⁴⁶ A recent survey found that this is more languages than any other state.

likelihood of accelerating student progress. Toward this end, the Commonwealth plans to give preference in making some discretionary Title I, Title II-A, and 21st Century Community Learning Center funds available to districts based on local district revenue matching from non-federal sources to support activities such as: an expanded instructional day and/or instructional year; year-round school calendar; targeted teacher training for high need areas (e.g., working with ELLs, STEM subjects); differentiated staffing designed to provide differentiated academic interventions for students; expanded social, emotional, and health supports and interventions; differentiated compensation tied to productivity and responsibility; and job-embedded teacher and administrator development tied to productivity goals.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B	Option C
<input type="checkbox"/> If the SEA has not already developed any guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<input type="checkbox"/> If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA’s plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the 	<input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: <ol style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

	<p>adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and</p> <p>v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).</p>	
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Even the best, most experienced educators need to be regularly evaluated to ensure that their strengths are recognized and enhanced and their weaknesses are identified and supported to ensure future success in the classroom. Research demonstrates that looking at student achievement impacts is an important and valid way of measuring teacher effectiveness, and that these measures are strengthened when they are used in conjunction with well designed classroom observations and well trained principals or mentors.

On June 28, 2011, the Massachusetts Board of Elementary and Secondary Education (BESE) approved new state regulations on educator evaluation (603 CMR 35.00) to provide every school committee with the tools to hold all educators accountable for their performance and enable them to help all students perform at high levels. The regulations require that school committees establish a rigorous and comprehensive evaluation process for teachers and administrators based on the state’s new principles of evaluation. (See Attachment 10 for regulations, and see Attachment 11 for minutes from the June 2011 BESE meeting.)

The new regulations apply to all administrators and teachers employed in public schools throughout the state and are designed to:

- Promote growth and development among leaders and teachers;
- Place student learning at the center, using multiple measures of student learning, growth, and achievement;
- Recognize excellence in teaching and leading;
- Set a high bar for professional teaching status; and
- Shorten timelines for improvement.

The development of the state’s new educator evaluation regulations took more than a year, involved a newly established 40-member statewide task force on educator evaluation, included public discussions at eight Board meetings, substantial and ongoing public outreach efforts, and a robust regulatory comment period.

These new regulations represent a significant change in Massachusetts, where educator evaluations have long been done at the discretion of the local district. While the state established principles to guide the evaluation process, evaluation systems were entirely developed and bargained locally, with wide variation in process, consistency, rigor, and effectiveness. The new state framework and model system, described in section 3B, offer the opportunity for a more coherent, fair, and useful evaluation system for all of Massachusetts' educators.

The BESE first adopted educator effectiveness as one of its five strategic goals in August 2008. Educator effectiveness is also at the core of Massachusetts' Race to the Top goals and strategies, and between 2010 and 2011 the Board's focus on evaluation intensified, beginning with a May 2010 discussion that established a statewide task force on educator evaluation and set parameters for prospective changes to regulations. The task force met regularly for seven months and included representatives from key stakeholder groups, practitioners, business representatives, parents, experts in evaluation, psychometrics and statistics, and a student representative.⁴⁷ Throughout the task force's deliberations the BESE received regular updates on progress and discussions, with educator evaluation discussed at eight Board meetings between May 2010 and May 2011.

In March 2011 the task force presented its report and recommendations to the Board. In its report, the task force noted that evaluation practices statewide were extremely uneven and were not accomplishing the goals of supporting professional growth, accountability, and systemic improvement. The task force called for a "breakthrough" in educator evaluation that would only be possible through greater statewide consistency in evaluation standards, practices, ratings, and other design features, such as self-reflection and goal setting. These components, along with additional features designed to make student learning a more central part of educator evaluation, were key elements of the initial regulations that the Commissioner proposed to the Board in April 2011.

The task force's recommendations for new state teacher and administrator performance standards were also informed by the work of a prior statewide project that involved over 40 classroom teachers, teacher educators, and other policy experts in defining the knowledge and skills of High Expertise Teaching (HET). The HET project set forth a new knowledge and skills framework that paid particular attention to research-based educator practices, inclusion, and the importance of professional culture. These priorities, in turn, were reflected in the standards and indicators recommended by the statewide task force, and adopted after a robust public comment period and further refinement by BESE.

⁴⁷ The task force also included members with strong backgrounds in ESL and special education, including the state's teacher of the year—an ESL teacher, the state chapter presidents of the Council for Exceptional Children and Council of Special Education Administrators, as well as a parent representative from the MA Association of Special Education Parent Advisory Councils at the Massachusetts Federation for Children with Special Needs.

Both HET and the task force recommendations focus on the cultivation of high expertise in teacher practice and administrative leadership, with a particular focus on promoting the learning, growth, and academic achievement of all of the Commonwealth's students. Following the approach adopted by HET, the task force and the state's standards address the imperative of "teaching all students," just as Massachusetts holds all students to common educational standards. In Massachusetts, all really does mean all.

In the spring of 2011 the Massachusetts Department of Elementary and Secondary Education (ESE) staff met with more than 500 educators and other stakeholders to explain the proposed regulations. ESE also sponsored six regional forums across the state for teachers, administrators, and other stakeholders to learn about the proposed educator evaluation regulations and provide feedback. Of the nearly 800 educators and other stakeholders who attended these forums, 51 percent were teachers, 42 percent were administrators, and 7 percent were other stakeholders. Attendees were invited to share their views through question and answer sessions and electronically, using audience response technology.

When asked how useful their past evaluations have been in improving their practice as an educator, just 11 percent reported that evaluations were very useful, 56 percent said they were somewhat useful, and 43 percent said evaluations were not useful at all. Other highlights:

- Nearly nine of 10 respondents supported including educator self-reflection and self-assessment (25% somewhat support; 64% strongly support).
- More than eight of 10 respondents supported including goals for improving educator practice (23% somewhat support; 59% strongly support).
- More than three of four respondents supported including goals for improving student growth and learning (25% somewhat support; 52% strongly support).
- Two-thirds of the respondents supported including multiple measures of student learning and growth in educator evaluations (21% somewhat support; 46% strongly support).

Prior to the public release of the preliminary regulations in April 2011, ESE held a regulatory public comment period and received more than 500 written comments⁴⁸ by the June deadline. Comments ranged from detailed substantive critiques to suggestions for fine-tuning and word changes to statements of support or straight opposition to the new regulations. All feedback, as well as ESE's response to it, was shared with the Board to inform their decision-making, and published on the ESE website.

Overall, the feedback received during the comment period reflected significant interest in and support for the reform of the state's educator evaluation system. Supporters indicated

⁴⁸ Feedback was also received from statewide organizations representing special education teachers and administrators and teachers of English Language Learners.

their interest was driven by a range of issues, including a desire for change; support for prioritizing student learning and professional growth; concern about the implementation challenge for school districts or educators; and the desire for guidance in determining educator impact on student growth in all grades and subjects (especially non-MCAS grades and subjects), as well as for specialist fields.

Collectively, both the formal regulatory comment and the informal feedback informed and helped to refine the final regulations that the Commissioner proposed to the BESE in June 2011.

As ESE proceeds with implementation in our Level 4 (turnaround) and early adopter districts and special education collaboratives this year and prepares for implementation in all Race to the Top districts in 2012–13, we continue to involve teachers, administrators, and other stakeholders in developing and refining our evaluation instruments and tools. We regularly gather feedback at all information sessions and professional development opportunities for districts, and we frequently post updated drafts to our website to allow a broader group of stakeholders to comment. We have found this collaboration essential for ensuring that our approach to evaluation is valuable to all educators and produces feedback that is reliable, fair and actionable.

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

General Overview and Implementation Timeline

Since the Board of Elementary and Secondary Education (BESE) adopted new regulations on the evaluation of educators in June 2011, Massachusetts has been deeply engaged in developing and implementing a new statewide system for educator evaluation and support.

Implementation began almost immediately in fall 2011 in the state’s 34 lowest performing (Level 4) schools, at an additional high school receiving a federal School Improvement (Section 1003(g)) grant, and in 11 districts and four special education collaboratives whose applications to serve as early adopter sites were accepted in summer 2011. Implementation is scheduled to begin in Massachusetts’ 258 Race to the Top districts (66 percent of all public school districts) in the fall of 2012 and in remaining districts in the fall of 2013.

Evaluation Framework Overview

The evaluation regulations contain principles of evaluation that must be included in all district

systems. These include self-assessment, goal setting, evaluation standards and indicators, categories of evidence, and a five-step evaluation cycle. All educators are placed on a professional development or growth plan, based upon their previous rating and targeted to areas identified by the educator in her/his self assessment and the evaluator in the goal setting stage of the five-step cycle. The plan specifies the professional development the educator will pursue over the life of the plan, and are subject to mid-point review by the evaluator. The Model System that ESE is developing includes guidance on how educators can align the professional development they pursue under their educator plans with the professional development required for relicensure.

The evaluation regulations call for two judgments annually to be made for each teacher and administrator. The evaluator classifies the teacher or administrator’s “professional practice” into one of four ratings: Exemplary, Proficient, Needs Improvement, or Unsatisfactory. This classification takes into account classroom observations, artifacts of instruction, contribution to the professional culture, and student (in the case of teachers) and teacher (in the case of administrators) feedback.

The second judgment determines whether the educator’s impact on student learning is low, moderate, or high. This judgment is arrived at through the state MCAS growth results where they are available and at least one other district-wide measure of achievement.

The intersection of the two judgments determines the consequences for the individual being evaluated. Strong ratings and at least moderate impact on student performance is the expectation. Where the rating or professional practice is less than Proficient, the educator is placed on a one-year improvement plan with goals for student learning and educator practice. Failure to improve substantially after the year can lead to dismissal. A strong practice rating coupled with low impact on student achievement results in (a) a one-year improvement plan that focuses on the discrepancy between the two judgments and (b) requires the intervention of the evaluator’s supervisor.

Support for Effective Implementation

ESE is committed to supporting and monitoring the effective implementation of these new regulations. In June 2011 ESE secured the services of AIR/Learning Points Associates to partner in the design and piloting of the state’s implementation support strategy. The educator evaluation project leads for ESE and AIR/Learning Points Associates are working closely with the newly formed Leadership Steering Committee (LSC) an ESE team charged with designing, piloting, implementing and monitoring the state’s new educator evaluation regulations. The team is utilizing ESE’s delivery and project management processes to develop a robust strategy, track specific details of its implementation, and monitor district execution. ESE also plans to work with another vendor to conduct a formative and summative evaluation of the agency’s implementation support efforts as well as districts’ implementation over the next three years.

We recognize that implementation of this new system will be difficult and have begun working

closely with districts to support their planning and development. In the summer of 2011 ESE worked with teachers, administrators, district leaders and union presidents in Level 4 schools and districts to provide the tools and guidance necessary for them to develop their new evaluation systems. ESE has convened the early adopter districts, held its first face-to-face meeting of their leadership teams on October 12, 2011, and shared the Level 4 school implementation guide as a first step to securing feedback that will be incorporated into the implementation guide scheduled for statewide distribution in January 2012. With the continued assistance of AIR/Learning Points Associates, ESE will engage in ongoing implementation support over the next several years, using a portion of Massachusetts' Race to the Top (RTTT) funds.

As part of our ongoing support we are developing a range of materials for districts to use in building and implementing their own evaluation systems, including:

- A comprehensive overview of the regulations, their key components, and a timeline for implementation;
- PowerPoint presentations with notes that district and school leaders can use to introduce the regulations to a variety of audiences, and deepen practitioners' understanding of key components. These will include rubrics for self-assessment, setting goals for professional practice and student learning, and using multiple measures of student learning;
- A website to serve as a central repository for information, resources, and tools⁴⁹
- Regularly updated frequently asked questions posted on the website;
- A regularly monitored email box through which stakeholders can pose questions and offer suggestions;
- Components of the model system for implementing the regulations, as they are developed (see below);
- An implementation guide to support implementation of each component of the model system;
- Guidelines for securing approval of adaptations or alternatives to each component of the state's model system for educator evaluation; and
- A network of approved "support providers" selected by ESE to assist districts and promote statewide consistency in implementation on issues such as evaluator training and inter-rater reliability. ESE staff will meet monthly with support providers to ensure the accuracy of the information and support they provide to districts, share tools and approaches, and gather ongoing feedback on implementation challenges and successes.

Model System

The state is rolling out a model evaluation system and a variety of performance rubrics beginning in January 2012 to provide the maximum support to districts as they begin the complex process of redesigning their evaluation systems. The elements of the model system include:

⁴⁹ www.doe.mass.edu/eval/

- **Part I: District-Level Planning and Implementation Guide**

This guide leads district leaders – school committees, superintendents and union leaders – through factors to consider as they decide whether to adopt or adapt the Model System or revise their own evaluation systems to meet the new educator evaluation regulation. The guide describes the rubrics, tools, resources, and model contract language ESE has developed, and describes the system of support ESE is offering. It outlines reporting requirement, as well as the process ESE will use to review district evaluation systems for superintendents, principals, teachers, and other licensed staff. Finally, the guide identifies ways in which district leaders can support effective educator evaluation implementation in the schools.

- **Part II: School-Level Planning and Implementation Guide**

This guide is designed to support administrators and teachers as they implement teacher evaluation at the school level. The guide introduces and explains the requirements of the regulation and the principles and priorities that underlie them. It offers guidance, strategies, templates, and examples that will support effective implementation of each of the five components of the evaluation cycle: self-assessment; goal setting and educator plan development; plan implementation and evidence collection; formative assessment/evaluation; and summative evaluation.

- **Part III: Guide to Rubrics and Model Rubrics for Superintendent, Principal and Teacher**

A key element of the model system will be the rubrics that districts use to assess educators on the standards and indicators contained in the new regulations. The rubrics define four levels of performance (exemplary, proficient, needs improvement, and unsatisfactory) for each of the standards and clearly spell out what each performance level would look like in practice. They support a common understanding across evaluators of proficient and exemplary practice and serve as the tool by which evaluators organize the evidence they collect on an educator’s performance. In developing the rubrics, ESE also worked closely with representatives from the state’s teachers’ unions, elementary and secondary school principals associations, superintendent and school committee associations, as well as special education directors, and staff from ESE’s office of English language acquisition. At the same time, Massachusetts is in the midst of a sweeping overhaul of its approach to preparing teachers to support the state’s growing population of English Language Learners.⁵⁰

Districts may adopt ESE's model rubric, adapt them to meet their local needs, or propose an alternative that is comparable in rigor and comprehensiveness. The model rubrics are presented and their use explained. The guide also outlines the process for adapting them. Updated

⁵⁰ The RETELL project is developing new requirements for licensure and relicensure, as well as professional development that will be designed to help teachers better serve the state’s growing population of English Language Learners. The new initiative will coincide with the adoption of WIDA standards and assessments, which will, when implemented, replace the state’s current MEPA assessment system. A blue ribbon panel of national experts is advising the state in this work. Panel members include: Ester de Jong, University of Florida; David J. Francis, University of Houston; Kenji Hakuta, Stanford University; Nonie Lesaux, Harvard University; Jack Levy, University of Massachusetts; Peter J. Negrone, The College Board; Gabriela Uro, Council of Great City Schools; and Lily Wong-Fillmore, University of California, Berkeley (Retired).

versions and role-specific adaptations (e.g., for counselors and other caseload educators) will be developed in collaboration with representatives of statewide associations such as the Massachusetts School Counselors Association (MASCA).

- **Part IV: Model Collective Bargaining Contract Language**

This section contains model contract language that is consistent with the regulations. Model language for teacher evaluation has been completed. Model language for administrators represented through collective bargaining will be added by March 15, 2012.

- **Part V: Implementation Guide for Principal Evaluation**

This section details the model process for principal evaluation and includes relevant documents and forms for recording goals, evidence, and ratings. The guide includes resources that principals and superintendents may find helpful, including a school visit protocol.

- **Part VI: Implementation Guide for Superintendent Evaluation**

This section details the model process for superintendent evaluation and includes relevant documents and a form for recording goals, evidence and ratings. The guide includes resources that school committees and superintendents may find helpful, including a model for effective goal setting.

- **Part VII: Rating Educator Impact on Student Learning Using District-Determined Measures of Student Learning (July 2012)**

Part VII is scheduled for publication in July 2012. It will contain guidance for districts on identifying and using district determined measures of student learning, growth and achievement, and determining ratings of high, moderate, or low for educator impact on student learning. Other subjects to be included in this guidance will be recommended processes for roster verification and attribution, the elements of high quality assessments, and exemplars linked to educator profiles for assessing growth, particularly in non-tested areas, for English Language Learners, and students with disabilities (including significant cognitive disabilities). ESE is working closely with AIR/Learning points and their national experts on assessment in developing this guidance.

- **Part VIII: Using Staff and Student Feedback in the Evaluation Process (May 2013)**

Part VIII is scheduled for publication in May 2013. It will contain direction for districts on incorporating student and staff feedback into the educator evaluation process.

The Model System will be supplemented by on-line video support modules addressing specific elements of implementation. The first phase of videos planned for March release includes:

1. Getting Started at the School Level
2. Unpacking the Rubric

3. Self-Assessment and Goal-Setting
4. Educator Plan Development and Implementation
5. Gathering Evidence through Artifacts
6. Gathering Evidence through Observation
7. Rating Educator Performance

The regulations specifically charge superintendents with the responsibility for ensuring evaluator training. Notwithstanding, ESE will work with its implementation support vendor AIR/Learning Points to develop additional train-the-trainer tools and video modules on evaluator training and a process districts can use to calibrate evaluator judgments against their rubrics to ensure inter-rater reliability that will assist districts in meeting this requirement.

The release of the model system is the statewide implementation kick-off and will be immediately followed by a series of regional Getting Started sessions for district teams comprised of superintendents, school committee chairs or vice chair, union president(s), district human resources administrators and principals. At these workshops, district teams will learn more of the details of the scope and timetable for ESE support.

January – February 2012

Host RTTT district teams at six regional “*Getting Started*” workshops to help districts begin to plan for and implement educator evaluation regulations: *school committee chair, superintendent, union president, human resources administrator, principal*

Provide list of ESE approved consultants/organizations to offer technical assistance and training

February 2012

Release the first seven free training modules with facilitator guides to RTTT Districts and identifies “train-the-trainer” opportunities and consultants/organizations that ESE will support to offer regional training for district and school teams:

Spring 2012

Support the development of regional and role-specific “Networks of Practice” to enhance sharing and effective implementation

Release district review process questions

Release district review process online tool

June 2012

Release *District-determined Measures of Student Learning and Rating Impact on Student Learning*, free training modules and facilitator guide materials to RTTT districts and

approved consultants/organizations

Approve consultants to begin providing online and hybrid face-to-face/online professional development to support effective implementation and evaluator training.

July 2012

Release district modules and train the trainer tools for evaluator training and inter-rater reliability.

May 2013

Report to the Board on feasibility of parent feedback

Remind districts to bargain district-determined measures of student learning, growth, and achievement

Ongoing

Independent evaluator monitors ESE and district implementation efforts so that ESE can make mid-course adjustments to its implementation supports.

For many this will represent a tremendous change in practice and policy. ESE is committed to working closely with districts to ensure effective implementation that meets the intent of the new regulations and provide educators with the useful feedback and support they need to improve and strengthen their practice. ESE has built a range of feedback loops and mechanisms into the implementation supports it is providing which will allow mid-course adjustments to be made, when necessary. We continue to reach out to stakeholders, early adopters, and level 4 schools to identify additional needed supports in critical areas such as the evaluation of special education teachers. A dedicated staff member with expertise in special education teaching and policy is leading this effort and working to inform the rubrics and guidance that ESE offers to the field.

Rating Educator Impact on Student Learning

All educators are required to be evaluated using at least two measures of student learning. Their impact on student growth will be rated on a scale of high, moderate, or low based on state assessments (when available) and at least one other district-determined measure common across grades or subjects district-wide, such as student portfolios, capstone projects, and performances. When relevant state assessment data is not available, at least two district-determined measures will be used. These ratings will be used to determine the type of plan necessary to guide each educator's further development.

Precisely what these district-determined measures will look like is still being determined, and by July 2012 ESE will develop and disseminate guidance and tools for their development, as well as guidance on how to use these measures, plus state assessment data when available, to rate educator impact on student learning and growth. In developing this guidance, ESE is drawing on the input of its own assessment staff as well as the expertise of its implementation vendor

AIR/Learning Points, particularly in developing approaches that are appropriate for non-tested grades, and measuring growth in special populations such as ELL and SPED. Experts such as Lynn Holdheide are being consulted with respect to the latter, and approaches to the former are being informed by ESE's RETELL work (discussed above). Massachusetts developed MCAS alternate assessments for students with significant disabilities (including significant cognitive disabilities) that incorporate evidence of student learning in required subjects as part of a student portfolio. In preparing this guidance on district-determined measures, ESE is also reviewing approaches for using the portfolio assessment to ensure that all students are appropriately included in measuring the impact of classroom teachers and specialists on their students' learning, growth, and achievement.

Using Student, Parent, and Staff Feedback

In developing the state's new regulations, the task force recognized that information from a wide variety of sources, such as students, teachers, and parents, is invaluable in gaining a full picture of each educator's performance.

The new regulations call for the use of student feedback for teacher evaluations, and staff feedback for administrator evaluations. Recognizing that there are complex issues to consider in collecting and making effective use of this type of feedback, the regulations do not require this feedback to be used right away. Consistent with the regulations, by July 2013, ESE will develop and disseminate guidance and tools for using student and, possibly, parent feedback, along with staff feedback (for administrators) in evaluations.

Ensuring Effective and Consistent Implementation

Massachusetts' educator evaluation framework was carefully designed to balance the need for statewide consistency with local district autonomy. Beginning in January 2012 districts will have the flexibility to either adopt the model system, adapt the model system to meet local conditions, or modify their own evaluation systems consistent with the principles of Massachusetts' framework.

In addition, districts will be responsible for determining which additional, non-state required measures should be used to rate educator impact on student learning, such as student portfolios, capstone projects, and performances. While the framework does not supersede collective bargaining, local agreements must be entirely consistent with the principles articulated in the regulations. ESE is currently developing model contract language as part of its model system.

Beginning in summer 2012, districts will also be required to submit their proposed educator evaluation systems and collective bargaining agreements to ESE for review. The Leadership Steering Committee is developing the process and criteria for these reviews. In this regard, ESE is also developing a comprehensive district survey that will accompany the district's required submission of their systems for ESE review. The survey serves as a systematic self-assessment for districts to ensure that their negotiated systems conform to the all of the requirements set

forth in the state’s educator evaluation regulations. It will also aid ESE reviewers in their review of district systems. Districts will need to complete one survey for each of 4 evaluation categories:

- teacher,
- bargaining unit administrators,
- principal and other administrators serving under employment contracts, and
- superintendent.

The surveys will need to be signed by both union president and superintendent for teacher contracts and bargaining unit administrator contracts. For the principal and superintendent evaluation processes, surveys will have to be signed by the superintendent.

ESE will collect and analyze evaluation data from districts annually to ensure that the evaluation regulations are being implemented effectively statewide. The results will be publicly reported by ESE, enhancing the transparency of this effort. A detailed timeline for key state and district implementation requirements follows.

January 10, 2012	ESE issues Model System forms, templates, and guidance; RTTT districts begin collective bargaining at the local level
June 2012	ESE provides guidance on district-determined measures of student learning, growth, and achievement
Summer 2012	RTTT districts submit their proposed educator evaluation systems to ESE for review, including collective bargaining agreements
September 2012	RTTT districts implement educator evaluation and begin to identify district-determined measures of student learning
By January 2013	All remaining districts begin collective bargaining
May 2013	ESE issues direction on gathering student and staff feedback; ESE reports to the Board on feasibility of parent feedback
By August 2013	All districts submit plans for district-determined measures of student learning to ESE
September 2013	All districts implement educator evaluation

SAMPLE FORMAT FOR PLAN

Below is one example of a format an SEA may use to provide a plan to meet a particular principle in the *ESEA Flexibility*.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles

Attachment 1: Notice to LEAs

From: Considine, Jonathan (DOE)
Sent: Thursday, October 27, 2011 11:32 AM
To: Superintendents
Subject: ON THE DESKTOP: ESEA Flexibility Proposal - Seeking Input

ESEA Flexibility Proposal: Seeking Input

Massachusetts has the opportunity to apply for flexibility from certain requirements of the federal Elementary and Secondary Education Act, currently known as the No Child Left Behind Act. The attached presentation provides an outline for how Massachusetts might take advantage of this flexibility. We are seeking additional feedback as we flesh out the details of our proposal. We welcome your comments and ask that they be framed around the following questions:

- Does our goal of reducing the proficiency gap by half by 2016-17 strike you as ambitious, yet attainable?
- Do you think our approach to measuring school and district progress makes sense?
- Do you think the proposed interventions will meet the needs of districts and schools?
- Do any aspects of the proposal concern you? What would the state have to do to alleviate your concern?

Please send your comments to ata@doe.mass.edu no later than **Wednesday, November 2** so that we have sufficient time to consider your suggestions for our final proposal.

Background on the Massachusetts Department of Elementary and Secondary Education's waiver request is available online at http://www.doe.mass.edu/boe/docs/1011/item2_spec_item1.html. More information about the ESEA/NCLB flexibility options is available from the U.S. Department of Education at <http://www.ed.gov/esea/flexibility/>. If you have questions about the waiver application process, please contact ata@doe.mass.edu. We appreciate your support and look forward to hearing from you.



ESEA Flexibility: NCLB Waiver Discussion

*JC Considine
Director of Board & Media Relations
Department of Elementary and Secondary Education
781.338.3112*

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Attachment 2: Comments on Request Received from LEAs

Although the Massachusetts Department of Elementary and Secondary Education received substantial feedback from LEA representatives and other stakeholders on its ESEA waiver request (see *Consultation* section of attached application for details), no LEAs submitted official written comments.

ESEA Flexibility Proposal: Seeking Input

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ESEA Flexibility: NCLB Waiver Discussion

Last Updated: October 25, 2011



For immediate release
Wednesday, July 21, 2010
Contacts: JC Considine 781-338-3112

Education Board adopts Common Core standards to keep Massachusetts students national leaders in education

Massachusetts educators and staff were integral in drafting of standards to increase expectations for students in the Commonwealth and across the country

MALDEN – The Board of Elementary and Secondary Education cited the increased academic rigor and stronger expectations for student performance when it voted 8-0 to adopt the Common Core Standards in English language arts (ELA) and mathematics on Wednesday, making Massachusetts the 27th state to adopt the internationally benchmarked academic standards that promise to keep the Commonwealth's students national leaders in education.

Launched in June 2009, the Common Core State Standards Initiative is designed to develop and implement a single set of national standards in ELA and math to define what every student should know and be able to do in order to be fully ready for post-secondary education or a successful career. Massachusetts played a leading role in the development and review of the standards over the past 13 months. Curriculum experts and educators from across the Commonwealth reviewed and submitted comments on drafts that were incorporated throughout the development process to ensure that the expectations set in the final versions met or exceeded the state's strong standards for students.

"Today's vote is a strong statement of the Board's commitment to keeping Massachusetts competitive in the global economy," said Board of Elementary and Secondary Education Chair Maura Banta. "I am very grateful to all the professionals who provided the Board with such a thorough and thoughtful analysis. We look forward to your continued contribution as we identify unique Massachusetts standards that should be added to the Common Core."

"All along, the conversation about Common Core has been about the Commonwealth seizing the opportunity to improve upon our already high standards," said Education Secretary Paul Reville. "Today's action ensures that Massachusetts will continue to be the recognized leader not only in performance but in setting the direction for nation's future education reforms."

"Adopting the Common Core standards allows us to retain our standing as a state that holds all students to high academic expectations. These standards will spur academic achievement in the classroom," said Education Commissioner Mitchell D. Chester. "This decision also puts us right where we should be – at the table with other states to

collaborate on innovative curricular and instructional strategies that will benefit students and educators for years to come."

The Common Core standards were developed using the most effective academic standards from across the country and around the world. These standards are designed to provide teachers and parents with a common understanding of what all elementary and secondary school students are expected to learn. The standards are aligned with expectations that define the knowledge and skills needed for success in college and and/or workforce training programs. They are designed to drive high quality instruction in the nation's classrooms. The standards include rigorous content and build on strengths and lessons of the state's current standards.

The Board has discussed the standards at four previous meetings over the course of the past year. BESE sought public comment while engaging department staff, outside experts, district curriculum leaders and teachers in a process involving analysis and feedback.

The standards were also fully vetted, reviewed and approved by national organizations including Achieve, Inc., which called them "a significant advance over current state standards," and the Fordham Foundation. The Massachusetts Business Alliance for Education (MBAE), in a side-by-side analysis comparing the state's current standards to the Common Core, deemed that Common Core "meets the business community's objective of enhancing the college and career readiness of our students."

In addition, external review teams of Massachusetts educators and academics assembled by the Department of Elementary and Secondary Education did their own analysis of both the Common Core and the state's academic standards and found them to be of equal quality and strength. Both teams recommended adoption of the Common Core standards. In their final review, the team that reviewed the ELA standards noted that the Common Core document "bespeaks an abiding belief in high academic achievement through the pursuit of the best possible educational praxis."

Among the strengths officials highlighted as distinguishing factors within the Common Core:

- The focus on reading and writing across the curriculum
- The attention to speaking, listening and vocabulary
- The consideration of emerging new literacies (such as digital and print sources) for research and communication
- The treatment of varying student needs and achievement levels in the delivery of the math curriculum

Two former commissioners of education, Robert Antonucci and David Driscoll, who were responsible for the design and implementation of the Education Reform Act of 1993 and the Massachusetts Comprehensive Assessment System (MCAS) this week voiced support for Common Core based on the academic rigor set forth in the standards. Likewise, former Boston Public Schools Superintendent Thomas W. Payzant encouraged the Board to adopt the standards based on the value added to the state's current high

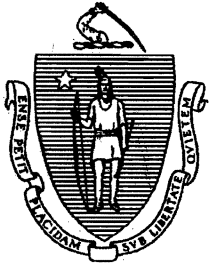
expectations.

Business leaders also this week announced their backing of the new, higher standards. In addition to MBAE, the Association Industries of Massachusetts, the Progressive Business Leaders Network and the Massachusetts Business Roundtable all encouraged the Board to adopt Common Core based on their review of the standards and conclusion of the strong academic foundation contained within both the math and English Common Core frameworks.

Later this summer the ELA and mathematics curriculum framework review panels will be reconvened and charged with identifying unique Massachusetts standards to augment and strengthen the Common Core. This will be brought to the Board this Fall for final approval.

Once fully adopted, the new frameworks will be posted on the ESE website, and widely publicized. Regional statewide professional development sessions on the new standards will be offered over the next year, through the District and School Assistance Centers, the Readiness Centers and other venues. All districts will be expected to align their curricula to the new standards by the start of the 2012-2013 school year.

COPY



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SECRETARY

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www.mass.gov/education

June 14, 2010

Mike Cohen, President
Achieve, Inc.
1775 Eye Street NW, Suite 410
Washington, DC 20006

Dear Mr. Cohen:

Thank you for coordinating and leading the work of the Partnership for Assessment of Readiness for College and Careers (PARCC). We are very pleased to be a part of this important work and appreciate your support, as well as that of the PARCC member states.

We are submitting this letter to accompany the attached Memorandum of Understanding in order to clarify Massachusetts' position in two important areas. First, we want to emphasize that Massachusetts will not adopt any set of standards that are not at least as comprehensive and rigorous as, if not more than, our current standards. We have been participating in the Common Core Standards development effort and have set out a timeline for considering them, but we cannot commit to adoption until we are satisfied that they maintain or exceed the high standards that have been developed in Massachusetts over the past 17 years.

Second, it is our intention to use the assessment system that is developed by the PARCC to the extent it serves the best interests of students and teachers. Similar to our above-stated position with respect to standards, we cannot commit to adopting any new system of assessments until it is developed and we can ensure it is as comprehensive and rigorous as, if not more than, our current system. We are excited about the opportunity for Massachusetts to play a key role in the development of the assessment system, both as a governing state in the consortium and through the work of Commissioner Chester, who will serve as chair of the consortium for its first year. Once the new system is developed and we are able to make the determination that the new assessment system is at least as comprehensive and rigorous as our current system in Massachusetts, we will then work to implement it.

With that said, we are committed to working in partnership with the Consortium, leveraging the expertise and experience of other states in this area, and to sharing our own expertise and experience. We are eager to participate in all aspects of this vital work and strongly believe the Consortium's efforts offer tremendous promise for students and families.

Thank you again.

Sincerely,

Handwritten signature of Paul Reville in black ink.

Paul Reville
Secretary of Education

Handwritten signature of Mitchell D. Chester in black ink.

Mitchell D. Chester
Commissioner of Elementary and Secondary Education

MEMORANDUM OF UNDERSTANDING: MASSACHUSETTS

For

Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 2, 2010

I. Parties

This Memorandum of Understanding (“MOU”) is made and effective as of this 17th day of June 2010, (the “Effective Date”) by and between the State of Massachusetts and all other member states of the Partnership For Assessment of Readiness for College and Careers (“Consortium” or “PARCC”) who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education (“ED”) announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) (“Notice”).

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.
- To provide assessments and results that:
 - Are comparable across states at the student level;
 - Meet internationally rigorous benchmarks;
 - Allow valid measures of student longitudinal growth; and
 - Serve as a signal for good instructional practices.
- To support multiple levels and forms of accountability including:
 - Decisions about promotion and graduation for individual students;
 - Teacher and leader evaluations;
 - School accountability determinations;
 - Determinations of principal and teacher professional development and support needs; and
 - Teaching, learning, and program improvement.
- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

- A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.
- B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

- C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.
- D. The Consortium shall adopt a test security policy no later than the spring of 2011.
- E. The Consortium shall adopt a common definition of “English learner” and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.
- F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.
- G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.
- H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.
- I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

- 1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.
 - a. The eligibility criteria for a Governing State are as follows:
 - (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;
 - (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;
 - (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

- (iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:
- Coordinate the state's overall participation in all aspects of the project, including:
 - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
 - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
 - participation by local schools and education agencies in pilot tests and field test of system components; and
 - identification of barriers to implementation.
 - Participate in the management of the assessment development process on behalf of the Consortium;
 - Represent the chief state school officer when necessary in Governing Board meetings and calls;
 - Participate on Design Committees that will:
 - Develop the overall assessment design for the Consortium;
 - Develop content and test specifications;
 - Develop and review Requests for Proposals (RFPs);
 - Manage contract(s) for assessment system development;
 - Recommend common achievement levels;
 - Recommend common assessment policies; and
 - Other tasks as needed.
- (v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

- b. A Governing State has the following additional rights and responsibilities:
- (i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;
 - (ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;
 - (iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;
 - (iv) A Governing State must participate in the work of the Consortium's design and assessment committees;
 - (v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;
 - (vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;
 - (vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;
 - (viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

- (ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

- (i) The Fiscal Agent will serve as the “Applicant” state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.
- (ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;
- (iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;
- (iv) The Fiscal Agent has the authority, with the Governing Board’s approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;
- (v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium’s Project Management Partner;
- (vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

- (vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;
- (viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

- a. The eligibility criteria for a Participating State are as follows:
 - (i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;
 - (ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.
- b. The rights and responsibilities of a Participating State are as follows:
 - (i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;
 - (ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

- (iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and
- (iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.
2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board; signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;
2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:
 - a. Overall design of the assessment system;
 - b. Common achievement levels;
 - c. Consortium procurement strategy;
 - d. Modifications to governance structure and decision-making process;
 - e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:
 - (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;
 - (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams (“committees”) as it deems necessary and appropriate to carry out the Consortium’s work, including those identified in the PARCC grant application.
 - a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;
 - b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;
 - c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;
 - d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;
 - e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and
 - f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).
4. The Governing Board shall be chaired by a chief state school officer from one Governing State.
 - a. The position of Governing Board Chair shall rotate among the Governing States on an annual basis, such that each individual serving as Governing Board Chair shall have a 12-month term.
 - b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.
 - c. The Governing Board Chair shall have the following responsibilities:
 - (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

- (a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;
 - (b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;
 - (c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;
 - (d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and
 - (e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.
5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.
- a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.
6. Participating States may provide input for Governing Board decisions, as described below.
7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.
- a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;
 - b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.
2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.
 - a. Recommendations are made on a consensus basis, with input from the Participating States.
 - b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.
 - c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.
 - d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.
 - a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.
 - a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.
 - b. Chief state school officers or their designees only shall be invited to the second annual convening.
2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:
 - a. Participation in conference calls and/or webinars;
 - b. Written responses to draft documents; and
 - c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

- A. Possible coordinated cooperative purchase discounts;

- B. Possible discount software license agreements;
- C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;
- D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;
- E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and
- F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;
2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);
3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;
4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;
5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;
6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

- a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.
7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;
8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education (“IHE”) or systems of IHEs. The State will endeavor to:
 - a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium’s high school summative assessments;
 - b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium’s high school summative assessments;
 - c. Involve participating public IHEs or IHE systems in the Consortium’s research-based process to establish common achievement standards on the new assessments that signal students’ preparation for entry level, credit-bearing coursework; and
 - d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states’ postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students’ readiness for placement in non-remedial, credit-bearing college-level coursework.
9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and
10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

- A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.
- B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

- A. This MOU will take effect upon execution of this MOU by at least five States as “Governing States” and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.
- B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.
- C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Bob Bickerton, Associate Commissioner

Mailing Address: Dept. of Elementary & Secondary Ed., 75 Pleasant St.
Malden Ma 02148

Telephone: 781-338-3800 *Blackberry:* [REDACTED]

Fax: 781-338-6850

E-mail: rbickerton@doe.mass.edu

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

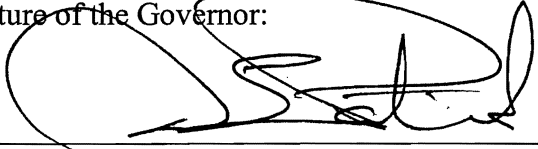
The State of [INSERT] hereby joins the Consortium as a [Participating OR Governing] State, and agrees to be bound by all of the assurances and commitments associated with the [Participating OR Governing] State membership classification. Further, the State of [INSERT] agrees to perform the duties and carry out the responsibilities associated with the [Participating OR Governing] State membership classification.

Signatures required:


- Each State’s Governor;
- Each State’s chief school officer; and
- If applicable, the president of the State board of education.

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Selection Criterion (A)(1)(c) and (A)(8)(d) for the Race to the Top Assessment Program Comprehensive Assessment Systems grant program.
- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of: <u>Massachusetts</u>	
Signature of the Governor: 	
Printed Name: <u>Deval Patrick</u>	Date: <u>June 16, 2010</u>
Signature of the Chief State School Officer:	
Printed Name:	Date:
Signature of the State Board of Education President (if applicable):	
Printed Name:	Date:

STATE SIGNATURE BLOCK

State of: <i>Massachusetts</i>	
Signature of the Governor: 	
Printed Name:	Date:
Signature of the Chief State School Officer: <i>Mitchell B. Chester</i>	
Printed Name: <i>Mitchell B. Chester</i>	Date: <i>June 17, 2010</i>
Signature of the State Board of Education President (if applicable): <i>Maura O'Brien</i>	
Printed Name: <i>MAURA O. BANSB</i>	Date: <i>June 17, 2010</i>

ADDENDUM 2:
MASSACHUSETTS ASSURANCE REGARDING PROCESS AND PLANS FOR
IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For
Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR
IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 10, 2010

Plan of Massachusetts

Massachusetts conducted a review of State laws, regulations and policies to identify current barriers to implementing the proposed assessment system. As a result of this review, Massachusetts finds that the assessment program proposed by the Partnership for Assessment of Readiness for College and Careers (PARCC) is consistent with and can be implemented by the Commissioner of Elementary and Secondary Education under current state law. Regulations that have been promulgated to implement assessment related state statutes will need to be amended. The Board of Elementary and Secondary Education has the authority to propose, enact and amend these regulations. Such revisions to regulations do not constitute a barrier to implementing the new common assessments.

The following references to Massachusetts regulations are directly related to the statewide assessment program and would need to be amended to fully transition to the new assessments in grades 3-8 and high school:

- 603 CMR 30.03 Standards for Competency Determination
 - 603 CMR 30.03 (2) English language arts and mathematics standards
 - 603 CMR 30.03(3) Science and Technology/Engineering standards
- 603 CMR 30.04 Score Appeals
- 603 CMR 30.05 Performance Appeals

Massachusetts Commissioner of Education will work closely with the Governor, Secretary of Education, the Board of Elementary Education (BESE) and educational leaders (subsequently referred to as “state educational leaders and stakeholders”) across the state to establish the conditions and regulatory framework required to implement the PARCC common assessments prior to their scheduled statewide implementation in the 2014/2015 school year.

Timeline:

- September 2010—June 2011: The Commissioner will provide regular updates and convene discussions on progress in developing the PARCC assessments including evaluations of how they compare to our state’s current assessment system, MCAS.
- September 2011—December 2011: The Commissioner will present draft amendments to the regulations that would support implementation of PARCC assessments by the 2014-15 school year to the BESE and other state education leaders and stakeholders.

ADDENDUM 2:
**MASSACHUSETTS ASSURANCE REGARDING PROCESS AND PLANS FOR
IMPLEMENTING PROPOSED ASSESSMENT SYSTEM**

- January 2012—March 2012: Proposed amendments to the regulations will be released for public comment. Comments will be summarized for BESE and the proposed amendments to the regulations will be revised as may be indicated.
- April 2012: The Commissioner will seek approval and BESE will vote on adopting the proposed amendments to the regulations.
- April 2012—June 2012: The regulations, if approved, will be recorded by the Secretary of State.

ADDENDUM 3:
MASSACHUSETTS ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant Partnership For
Assessment of Readiness for College and Careers Members

ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION
IN CONSORTIUM PROCUREMENT PROCESS

June 3, 2010

The signature of the chief procurement official of Massachusetts on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers (“Consortium”) Members constitutes an assurance that the chief procurement official has determined that Massachusetts may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium’s procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a “best value” basis.
2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education’s grant regulation at 34 CFR § 80.36, “Procurement,” and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 (“ARRA”).
3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.
4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

ADDENDUM 3:
**MASSACHUSETTS ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS**

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
 - a. Issue the Request for Proposal;
 - b. Receive and evaluate responsive proposals;
 - c. Make source selection determinations on a best value basis;
 - d. Execute a contract with the awardee(s);
 - e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.
 - a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
 - i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
 - ii. Receive and evaluate responsive proposals;
 - iii. Make source selection determinations on a best value basis;
 - iv. Execute a contract with the awardee(s);
 - v. Administer awarded contracts.

 - b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

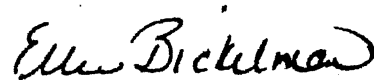
ADDENDUM 3:
**MASSACHUSETTS ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS**

procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

- i. An ordering State shall execute an agreement (“Participating Addendum”) with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, Ellen Bickelman, in my capacity as the chief procurement official for the Commonwealth of Massachusetts, confirm by my signature below that the Commonwealth of Massachusetts may, consistent with the procurement laws and regulations of the Commonwealth of Massachusetts participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Consortium Members.



State Purchasing Agent, Operational Services Division
[NAME/TITLE/STATE NAME]

June 14th, 2010
[DATE]

2010-11 Massachusetts Statewide Composite Performance Index (CPI) Data - All Grades Combined

Student Group	English Language		
	Arts/Reading	Mathematics	Science
All Students	87.2	79.9	77.5
Students with Disabilities	68.3	57.7	59.2
English Language Learners/Former English Language Learners	66.2	62.0	50.5
Low Income	77.1	67.3	62.8
High Needs	77.0	67.1	63.8
African American/Black	77.4	65.0	59.9
Asian	90.2	89.5	82.2
Hispanic/Latino	74.2	64.4	58.1
Native American	82.6	72.7	69.8
White	90.9	84.3	83.1

Massachusetts Draft Commendation/Reward School List - Last updated 1/12/2012

Category	Number of Schools
Number of High Achieving Schools	21
Number of High Progress Schools	25

Reward School Criteria:

A: High achieving school *

B: High progress school *

* Note: Names of schools not currently identified as 2011-12 Commendation Schools are redacted.

LEA Name	LEA NCES ID #	School Name	School NCES ID #
Ashland	2502100	Ashland High	250210000070
Concord	2503840	Willard	250384000526
Concord	2503840	Thoreau	250384000525
Hingham	2506090	Plymouth River	250609000873
Lexington	2506840	Harrington	250684000998
Lynnfield	2507140	Summer Street	250714001093
Newton	2508610	Horace Mann	250861001367
Shawsheen Valley Voc Tech	2510615	Shawsheen Valley Voc Tech High	251061501701
Sharon	2510620	East Elementary	251062001703
Sharon	2510620	Sharon High	251062001705
Shrewsbury	2510770	Spring Street	251077001718
Sudbury	2511340	General John Nixon Elem	251134000507
District	XXXXXX	School A	XXXXXXXXXX
District	XXXXXX	School B	XXXXXXXXXX
District	XXXXXX	School C	XXXXXXXXXX
District	XXXXXX	School D	XXXXXXXXXX
District	XXXXXX	School E	XXXXXXXXXX
District	XXXXXX	School F	XXXXXXXXXX
District	XXXXXX	School G	XXXXXXXXXX
District	XXXXXX	School H	XXXXXXXXXX
District	XXXXXX	School I	XXXXXXXXXX
District	XXXXXX	School J	XXXXXXXXXX
District	XXXXXX	School K	XXXXXXXXXX
District	XXXXXX	School L	XXXXXXXXXX
District	XXXXXX	School M	XXXXXXXXXX
District	XXXXXX	School N	XXXXXXXXXX
District	XXXXXX	School O	XXXXXXXXXX
District	XXXXXX	School P	XXXXXXXXXX
District	XXXXXX	School Q	XXXXXXXXXX
District	XXXXXX	School R	XXXXXXXXXX
District	XXXXXX	School S	XXXXXXXXXX
District	XXXXXX	School T	XXXXXXXXXX
District	XXXXXX	School U	XXXXXXXXXX
District	XXXXXX	School V	XXXXXXXXXX
District	XXXXXX	School W	XXXXXXXXXX
District	XXXXXX	School X	XXXXXXXXXX
District	XXXXXX	School Y	XXXXXXXXXX
District	XXXXXX	School Z	XXXXXXXXXX
District	XXXXXX	School AA	XXXXXXXXXX
District	XXXXXX	School BB	XXXXXXXXXX
District	XXXXXX	School CC	XXXXXXXXXX
District	XXXXXX	School DD	XXXXXXXXXX
District	XXXXXX	School EE	XXXXXXXXXX
District	XXXXXX	School FF	XXXXXXXXXX

Education Laws and Regulations

Final Regulations On Evaluation Of Educators

These regulations replace the current Regulations on Evaluation of Teachers and Administrators and accompanying Principles of Effective Teaching and Principles of Effective Administrative Leadership, as adopted in 1995.

603 CMR 35.00

Evaluation of Educators

Section:

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Most Recently Amended by the Board of Elementary and Secondary Education: June 28, 2011.

35.01: Scope, Purpose, and Authority

(1) 603 CMR 35.00 is adopted pursuant to authority granted to the Board of Elementary and Secondary Education in M.G.L. c.69, §1B and c.71, §38.

(2) The specific purposes of evaluation under M.G.L. c.71, §38 and 603 CMR 35.00 are:

(a)

to promote student learning, growth, and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, and

(b)

to provide a record of facts and assessments for personnel decisions.

(3) The purpose of 603 CMR 35.00 is to ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels. 603 CMR 35.00 sets out the principles of evaluation for Massachusetts public schools and districts. 603 CMR 35.00 requires that school committees establish a rigorous and comprehensive evaluation process for teachers and administrators, consistent with these principles, to assure effective teaching and administrative leadership in the Commonwealth's public schools.

(4) The regulations on evaluation of educators, 603 CMR 35.00, constitute the principles of evaluation established by the Board of Elementary and Secondary Education.

35.02: Definitions

As used in 603 CMR 35.00, unless the context clearly requires otherwise, terms shall have the following meanings:

Administrator shall mean any person employed in a school district in a position requiring a certificate or license as described in 603 CMR 7.09(1) through (5) or who has been approved as an administrator in the area of vocational education as provided in 603 CMR 4.00 *et seq.* or who is employed in a comparable position in a collaborative, and who is not employed under an individual employment contract.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Board shall mean the Board of Elementary and Secondary Education or a person duly authorized by the Board.

Commissioner shall mean the Commissioner of Elementary and Secondary Education or his designee.

Department shall mean the Department of Elementary and Secondary Education.

District-determined Measures shall mean measures of student learning, growth, and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects.

Educator Plan shall mean the growth or improvement actions identified as part of each educator's evaluation. The type and duration of the plan shall be determined by the evaluator. The Educator Plan shall include, but is not limited to, at least one goal related to the improvement of practice, one goal for the improvement of student learning, an action plan with benchmarks for goals established in the Plan, and the evaluator's final assessment of the educator's attainment of the goals. All elements of the Educator Plan are subject to the evaluator's approval. There shall be four types of Educator Plans:

- *Developing Educator Plan* shall mean a plan, developed by the educator and the evaluator for one school year or less for an administrator in the first three years in a district; or for a teacher without Professional Teacher Status; or, at the discretion of an evaluator, for an educator in a new assignment.

- *Self-directed Growth Plan* shall mean a plan of one or two school years for experienced educators who are rated proficient or exemplary, developed by the educator.
- *Directed Growth Plan* shall mean a plan of one school year or less for educators who are in need of improvement, developed by the educator and the evaluator.
- *Improvement Plan* shall mean a plan of at least thirty calendar days and no more than one school year for educators who are rated unsatisfactory, developed by the evaluator with goals specific to improving the educator's unsatisfactory performance.

Educator(s) shall mean teacher(s) and administrator(s).

Evaluation shall mean the ongoing process of defining goals and identifying, gathering and using information to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").

Evaluator shall mean any person designated by a superintendent who has responsibility for evaluation.

Experienced Educator shall mean an administrator with more than three years in an administrative position in the school district or a teacher with Professional Teacher Status.

Family shall mean parents, legal guardians, or primary caregivers.

Formative Assessment shall mean the process used to assess progress towards attaining goals set forth in educator plans, performance on performance standards, or both. This process may take place at any time(s) during the cycle of evaluation.

Formative Evaluation shall mean an evaluation at the end of year one for educators on two-year self-directed plans used to arrive at a rating on progress towards attaining the goals set forth in the plans, performance on performance standards, or both.

Goal shall mean a specific, actionable, and measurable area of improvement as set forth in an educator's plan. A goal may pertain to any or all of the following: educator practice in relation to performance standards, educator practice in relation to indicators, or specified improvement in student learning, growth, and achievement. Goals may be developed by individual educators, by the evaluator, or by teams, departments, or groups of educators who have the same role.

Impact on Student Learning shall mean at least the trend in student learning, growth, and achievement and may also include patterns in student learning, growth, and achievement.

Measurable shall mean that which can be classified or estimated, in relation to a scale, rubric, or standards.

Model System shall mean the comprehensive educator evaluation system designed and updated as needed by the Department, as an exemplar for use by districts. The Model System shall include tools, guidance, rubrics, and contract language developed by the Department that satisfy the requirements of 603 CMR 35.00.

Multiple Measures shall include a combination of classroom, school, and district assessments and student growth percentiles where available.

Observation shall mean a data gathering process that includes notes and judgments made during one or more classroom or worksite visit(s) of any duration by the evaluator and may include examination of artifacts of practice. An observation may occur in person or through video.

Patterns shall mean consistent results from multiple measures.

Performance Rating shall be used to describe the educator's performance. There shall be four performance ratings:

- *Exemplary* shall mean that the educator's performance consistently and significantly exceeds the requirements of a standard or overall.
- *Proficient* shall mean that the educator's performance fully and consistently meets the requirements of a standard or overall.
- *Needs improvement* shall mean that the educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
- *Unsatisfactory* shall mean that the educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Performance Standards shall mean the performance standards locally developed pursuant to M.G.L. c.71, §38 and consistent with, and supplemental to, 603 CMR 35.00.

Professional Teacher Status or PTS shall mean the status granted to a teacher pursuant to M.G.L. c.71, §41.

Rubric shall mean a scoring tool that describes characteristics of practice or artifacts at different levels of performance.

School Committee shall mean the school committee in all cities, towns, and regional school districts, local and district trustees for vocational education, educational collaborative boards, boards of trustees for the county agricultural schools, and the boards of trustees of charter schools.

Standards and Indicators shall mean the Standards and Indicators of Effective Teaching Practice, 603 CMR 35.03 and the Standards and Indicators of Effective Administrative Leadership Practice, 603 CMR 35.04.

Summative Evaluation shall mean an evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the evaluator's judgments of the educator's performance against performance standards and the educator's attainment of goals set forth in the educator's plan.

Superintendent shall mean the person employed by the school committee pursuant to M.G.L. c.71, §59 or §59A. The superintendent is responsible for the implementation of 603 CMR 35.00. The superintendent shall be evaluated by the school committee pursuant to 603 CMR 35.00 and such other standards as may be established by the school committee.

Teacher shall mean any person employed in a school district in a position requiring a certificate or license as described in 603 CMR 7.04(3) or who has been approved as an instructor in the area of vocational education as provided in 603 CMR 4.00 *et seq.* or who is employed in a comparable position in a collaborative.

Trends shall be based on at least two years of data.

35.03: Standards and Indicators of Effective Teaching Practice

School committees shall establish evaluation systems and Performance Standards for the evaluation of all teachers that include all of the principles of evaluation, set forth in 603 CMR 35.00-35.11. School committees may supplement the standards and indicators in 603 CMR 35.03 with additional measurable performance standards and indicators consistent with state law and collective bargaining agreements where applicable. The district shall adapt the indicators based on the role of the teacher to reflect and to allow for significant differences in assignments and responsibilities. The district shall share the Performance Standards with teachers employed by the district.

(1) Curriculum, Planning, and Assessment standard: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

(a)

Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

(b)

Assessment indicator: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.

(c)

Analysis indicator: Analyzes data from assessments, draws conclusions, and shares them appropriately.

(2) Teaching All Students standard: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

(a)

Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

(b)

Learning Environment indicator: Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

(c)

Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

(d)

Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.

(3) Family and Community Engagement standard: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

(a)

Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community.

(b)

Collaboration indicator: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

(c)

Communication indicator: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

(4) Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

(a)

Reflection indicator: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

(b)

Professional Growth indicator: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

(c)

Collaboration indicator: Collaborates effectively with colleagues on a wide range of tasks.

(d)

Decision-making indicator: Becomes involved in school-wide decision-making, and takes an active role in school improvement planning.

(e)

Shared Responsibility indicator: Shares responsibility for the performance of all students within the school.

(f)

Professional Responsibilities indicator: Is ethical and reliable, and meets routine responsibilities consistently.

35.04: Standards and Indicators of Effective Administrative Leadership Practice

School committees shall establish evaluation systems and performance standards for the evaluation of administrators that include all of the principles of evaluation, set forth in 603 CMR 35.00-35.11. School committees may supplement the standards and indicators in 603 CMR 35.04 with additional measurable performance standards consistent with state law and collective bargaining agreements where applicable. The district shall adapt the indicators based on the role of the administrator to reflect and allow for significant differences in assignment and responsibilities. The

district shall share the performance standards with all administrators.

(1) Instructional Leadership standard: Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.

(a)

Curriculum indicator: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

(b)

Instruction indicator: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

(c)

Assessment indicator: Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth and understanding, and also make necessary adjustments to their practice when students are not learning.

(d)

Evaluation indicator: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:

1. Ensures educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
3. Exercises sound judgment in assigning ratings for performance and impact on student learning.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases where a discrepancy exists.

(e)

Data-informed Decision-making indicator: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

(2) Management and Operations standard: Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

(a)

Environment indicator: Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, emotional, and social needs of students.

(b)

Human Resources Management and Development indicator: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high quality and effective practice.

(c)

Scheduling and Management Information Systems indicator: Uses systems to ensure optimal use of time for teaching, learning and collaboration.

(d)

Laws, Ethics and Policies indicator: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

(e)

Fiscal Systems indicator: Develops a budget that supports the district's vision, mission and goals; allocates and manages expenditures consistent with district/school level goals and available resources.

(3) Family and Community Engagement standard: Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

(a)

Engagement indicator: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community's effectiveness.

(b)

Sharing Responsibility indicator: Continuously collaborates with families to support student learning and development both at home and at school.

(c)

Communication indicator: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

(d)

Family Concerns indicator: Addresses family concerns in an equitable, effective, and efficient manner.

(4) Professional Culture standard: Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

(a)

Commitment to High Standards indicator: Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:

1. Mission and Core Values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.
2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.

(b)

Cultural Proficiency indicator: Ensures that policies and practices enable staff members and students to contribute to and interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

(c)

Communications indicator: Demonstrates strong interpersonal, written, and verbal communication skills

(d)

Continuous Learning indicator: Develops and nurtures a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.

(e)

Shared Vision indicator: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and careers, and can become responsible citizens and community contributors.

(f)

Managing Conflict indicator: Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.

35.05: Evaluation of Administrators under Individual Employment Contracts

Districts shall have a system of evaluation for administrators under individual employment contracts that reflects the purposes in 603 CMR 35.01(2), and adapts the Standards and Indicators for Effective Administrative Leadership Practice and the procedures in 603 CMR 35.04-35.11 as applicable to the role and contract of the administrator. Nothing in these regulations shall abridge the authority of a school or district to dismiss or non-renew an educator consistent with applicable law, including G.L. c. 71, §§ 41 and 42.

35.06: Evaluation Cycle

(1) School committees shall adopt either the Model System designed and regularly updated by the Department, or a locally developed system that is consistent with these principles. The evaluation system shall include the evaluation cycle set forth in 603 CMR 35.06.

(2) The evaluation cycle shall include self-assessment addressing Performance Standards established through collective bargaining or included in individual employment contracts.

(a)

Each educator shall be responsible for gathering and providing to the evaluator information on the educator's performance, which shall include:

1. an analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility;
2. an assessment of practice against Performance Standards; and
3. proposed goals to pursue to improve practice and student learning, growth, and achievement.

(b)

The educator shall provide such information, in the form of self-assessment, in a timely manner to the evaluator at the point of goal setting and plan development.

(c)

The evaluator shall consider the information provided by the educator and all other relevant information.

(3) The evaluation cycle shall include goal setting and development of an Educator Plan.

(a)

Evaluators shall use evidence of educator performance and impact on student learning, growth, and achievement in goal setting with the educator based on the educator's self-assessment and other sources that the evaluator shares with the educator.

(b)

Evaluators and educators shall consider creating goals for teams, departments, or groups of educators who share responsibility for student results.

(c)

The evaluator retains final authority over goals to be included in an educator's plan.

(d)

Educator Plans shall be designed to provide educators with feedback for improvement, professional growth, and leadership; and to ensure educator effectiveness and overall system accountability.

(e)

An educator shall be placed on an Educator Plan based on his or her overall rating and his or her impact on student learning, growth and achievement, provided that educators who have not yet earned Professional Teacher Status and any other employee at will shall be placed on an Educator Plan solely at the discretion of the district.

1. The Developing Educator Plan is for all administrators in their first three years with the district, teachers without Professional Teacher Status, and, at the discretion of the evaluator, educators in new assignments.
2. The Self-directed Growth Plan is for all experienced educators rated Exemplary or Proficient. For educators whose impact on student learning is either moderate or high, the Educator Plan may be for up to two years. For educators whose impact on student learning is low, the Educator Plan shall be for one year and shall include one or more goals related to student learning developed on the basis of an analysis of the educator's professional practice.
3. Directed Growth Plan for all experienced educators rated Needs Improvement.
4. Improvement Plan for all experienced educators rated Unsatisfactory.

(f)

All Educator Plans shall meet the following requirements:

1. Include a minimum of one goal to improve the educator's professional practice tied to one or more Performance Standards.
2. Include a minimum of one goal to improve the learning, growth and achievement of the students under the

educator's responsibility.

3. Outline actions the educator must take to attain these goals, including but not limited to specified professional development activities, self-study, and coursework, as well as other supports that may be suggested by the evaluator or provided by the school or district.
4. Be aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards.
5. Be consistent with district and school goals.

(4) The evaluation cycle shall include implementation of the Educator Plan. It is the educator's responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.

(5) The evaluation cycle shall include a formative assessment or a formative evaluation.

(a)

The formative assessment may be ongoing throughout the evaluation cycle, but typically takes place at mid-cycle.

(b)

For an experienced educator rated proficient or higher and whose impact on student learning is moderate or high, a formative evaluation takes place at the end of the first year of the two-year cycle. The educator's rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on Performance Standards may change.

(c)

The educator shall have the opportunity to respond in writing to the formative assessment or evaluation.

(d)

If an educator receives a formative assessment or formative evaluation that differs from the summative rating the educator had received at the beginning of the evaluation cycle, the evaluator may place the educator on a different educator plan, appropriate to the new rating.

(6) The evaluation cycle shall include a summative evaluation, in which the evaluator determines an overall rating of educator performance based on the evaluator's professional judgment and an examination of evidence that demonstrates the educator's performance against Performance Standards and evidence of the attainment of the Educator Plan goals. The educator shall have the opportunity to respond in writing to the summative evaluation.

(7) Evidence of the experienced educator's impact on the learning, growth, and achievement of the students under the educator's responsibility, together with the summative evaluation rating, shall be used as follows:

(a)

For any experienced educator who receives an evaluation rating of Exemplary or Proficient, the district shall take the following actions:

1. For the educator whose impact on student learning is either moderate or high, the evaluator shall place the educator on a Self-directed Growth Plan.
 - a. The educator shall receive a summative evaluation at least every two years.
 - b. The educator may receive a formative evaluation at the end of the first year of the Educator Plan.
 - c. The educator may be eligible for additional roles, responsibilities and compensation, as determined by the district and through collective bargaining, where applicable.
2. For the educator whose impact on student learning is low, the evaluator shall place the educator on a Self-directed Growth Plan.
 - a. The educator and evaluator shall analyze the discrepancy in practice and student performance measures and seek to determine the cause(s) of such discrepancy.
 - b. The plan shall be for one school year in duration.
 - c. The plan may include a goal related to examining elements of practice that may be contributing to low impact.
 - d. The educator shall receive a summative evaluation at the end of the period determined in the plan, but at least annually.

(b)

For any experienced educator who receives an evaluation rating of Needs Improvement, the district shall place the educator on a Directed Growth Plan.

1. The educator shall receive a summative evaluation at the end of the period determined in the Plan.
2. The educator must either earn at least a proficient rating in the summative evaluation, or shall be rated Unsatisfactory, and shall be placed on an improvement plan.

(c)

For any experienced educator who receives an evaluation rating of Unsatisfactory, the district shall place the educator on an Improvement Plan. The educator shall receive a summative evaluation at the end of the period determined by the evaluator for the Plan.

(8) A teacher without professional teacher status, an administrator in the first three years in a position in a district, or an educator in a new assignment, may be placed on a Developing Educator Plan. The educator shall be evaluated at least annually. The existence of a plan shall not abridge the authority of a school or district to dismiss or non-renew an educator consistent with applicable law.

(9) Nothing in these regulations shall abridge the authority of a school or district to dismiss or non-renew an educator consistent with applicable law, including G.L. c. 71, §§ 41 and 42.

35.07: Evidence Used in Evaluation

(1) The following categories of evidence shall be used in evaluating each educator:

(a)

Multiple measures of student learning, growth, and achievement, which shall include:

1. Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
2. Measures of student progress on learning goals set between the educator and evaluator for the school year;
3. Statewide growth measure(s) where available, including the MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment (MEPA); and
4. District-determined Measure(s) of student learning comparable across grade or subject district-wide.
5. For educators whose primary role is not as a classroom teacher, the appropriate measures of the educator's contribution to student learning, growth, and achievement set by the district.

(b)

Judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration;

(c)

Additional evidence relevant to one or more Performance Standards, including, but not limited to:

1. Evidence compiled and presented by the educator including:
 - a. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture;
 - b. Evidence of active outreach to and ongoing engagement with families.
2. Student feedback collected by the district, starting in the 2013-2014 school year. On or before July 1, 2013, the Department shall identify one or more instruments for collecting student feedback and shall publish protocols for administering the instrument(s), protecting student confidentiality, and analyzing student feedback. In the 2011-2012 and 2012-2013 school years, districts are encouraged to pilot new systems, and to continue using and refining existing systems, for collecting and analyzing student feedback as part of educator evaluation.
3. Staff feedback (with respect to administrators) collected by the district, starting in the 2013-2014 school year. On or before July 1, 2013, the Department shall identify one or more instruments for collecting staff feedback and shall publish protocols for administering the instrument(s), protecting staff confidentiality, and analyzing staff feedback. In the 2011-2012 and 2012-2013 school years, districts are encouraged to pilot new systems, and to continue using and refining existing systems, for collecting and analyzing staff feedback as part of administrator evaluation.
4. The Department shall research the feasibility and possible methods for districts to collect and analyze parent feedback as part of educator evaluation and shall issue a report and recommendation on or before July 1, 2013.
5. Any other relevant evidence from any source that the evaluator shares with the educator.

(2) Evidence and professional judgment shall inform:

(a)

the evaluator's ratings of Performance Standards and overall educator performance; and

(b)

the evaluator's assessment of the educator's impact on the learning, growth, and achievement of the students under the educator's responsibility.

35.08: Performance Level Ratings

(1) Each educator shall receive one of four ratings on each Performance Standard and overall.

(a)

Exemplary

(b)

Proficient

(c)

Needs Improvement

(d)

Unsatisfactory

(2) In rating educators on Performance Standards for the purposes of either formative assessment, formative evaluation, or summative evaluation, districts may use either the rubric provided by the Department in its model system or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department.

(3) The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scores cannot be the sole basis for a summative evaluation rating.

(4) To be rated Proficient overall, a teacher shall, at a minimum, have been rated Proficient on the Curriculum, Planning, and Assessment and the Teaching all Students standards for teachers, 603 CMR 35.03(1) and 35.03(2).

(5) To be rated Proficient overall, an administrator shall, at a minimum, have been rated Proficient on the Instructional Leadership standard for administrators, 603 CMR 35.04(1).

(6) Professional teacher status, pursuant to G.L. ch. 71, § 41, should be granted only to educators who have achieved ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to professional teacher status for any educator who has not been rated proficient or exemplary on each Performance Standard and overall on the most recent evaluation shall confer with the superintendent of schools by May 1. The principal's decision is subject to review and approval by the superintendent.

(7) Educators whose summative performance rating is exemplary and whose impact on student learning is rated moderate or high shall be recognized and rewarded with leadership roles, promotion, additional compensation, public commendation or other acknowledgement.

35.09: Student Performance Measures

(1) Student Performance Measures as described in 603 CMR 35.07(1)(a)(3-5) shall be the basis for determining an educator's impact on student

learning, growth, and achievement.

(2) The evaluator shall determine whether an educator is having a high, moderate, or low impact on student learning based on trends and patterns in the following student performance measures:

(a)

At least two state or district-wide measures of student learning gains shall be employed at each school, grade, and subject in determining impact on student learning, as follows:

1. MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment (MEPA) shall be used as measures where available, and
2. Additional District-determined Measures comparable across schools, grades, and subject matter district-wide as determined by the superintendent may be used in conjunction with MCAS Student Growth Percentiles and MEPA scores to meet this requirement, and shall be used when either MCAS growth or MEPA scores are not available.

(b)

For educators whose primary role is not as a classroom teacher, appropriate measures of their contribution to student learning, growth, and achievement shall be determined by the district.

(3) Based on a review of trends and patterns of state and district measures of student learning gains, the evaluator will assign the rating on growth in student performance consistent with Department guidelines:

(a)

A rating of *high* indicates significantly higher than one year's growth relative to academic peers in the grade or subject.

(b)

A rating of *moderate* indicates one year's growth relative to academic peers in the grade or subject.

(c)

A rating of *low* indicates significantly lower than one year's student learning growth relative to academic peers in the grade or subject.

(4) For an educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the educator's rating. In cases where the superintendent serves as the evaluator, the superintendent's decision on the rating shall not be subject to such review. When there are significant discrepancies between evidence of student learning, growth, and achievement and the evaluator's judgment on educator performance ratings, the evaluator's supervisor may note these discrepancies as a factor in the evaluator's evaluation.

35.10: Peer Assistance and Review

(1) Districts may develop and implement Peer Assistance and Review Programs (PAR) through the collective bargaining process.

35.11:

(1) 603 CMR 35.00 shall take effect according to the following schedule:

(a)

Districts with Level 4 schools, as defined in 603 CMR 2.05, shall adopt and implement in the Level 4 schools evaluation systems consistent with 603 CMR 35.00 for the 2011-2012 school year.

(b)

Districts that are participating in the Commonwealth's Race to the Top activities shall adopt and implement evaluation systems consistent with 603 CMR 35.00 for the 2012-2013 school year.

(c)

All school districts shall adopt and implement evaluation systems consistent with 603 CMR 35.00 by the beginning of the 2013-2014 school year.

(d)

A district may phase in implementation of its new evaluation system over a two-year period, with at least half of its educators being evaluated under the new system in the first year.

(2) All evaluation systems and changes to evaluation systems shall be subject to the Department's review to ensure the systems are consistent with the Boards' Principles of Evaluation. A District may continue to use its existing evaluation systems until the District has fully implemented its new system.

(3) The model system developed by the Department need not be submitted for review under 603 CMR 35.00 if the district implements it as written.

(4) By September 2013, each district shall identify and report to the Department a district-wide set of student performance measures for each grade and subject that permit a comparison of student learning gains.

(a)

The student performance measures shall be consistent with 603 CMR 35.09(2).

(b)

By July 2012, the Department shall supplement these regulations with additional guidance on the development and use of student performance measures.

(c)

Until such measures are identified and data is available for at least two years, educators will not be assessed as having high, moderate, or low impact on student learning outcomes consistent with 603 CMR 35.09(3).

(5) Districts shall provide the Department with individual educator evaluation data for each educator in the district in a form and manner prescribed by the Commissioner, including, but not limited to:

(a)

the educator's performance rating on each standard and overall;

(b)
the educator has Professional Teacher Status;

(c)
the educator's impact on student learning, growth, and achievement (high, moderate, low).

(6) Any data or information that school districts or the Department or both create, send, or receive in connection with educator evaluation that is evaluative in nature and may be linked to an individual educator, including information concerning an educator's formative assessment or evaluation or summative evaluation or performance rating or the student learning, growth, and achievement data that may be used as part of an individual educator's evaluation, shall be considered personnel information within the meaning of M.G.L. c. 4, § 7(26)(c) and shall not be subject to disclosure under the public records law.

(7) The superintendent is responsible for ensuring that all evaluators have training in the principles of supervision and evaluation. All evaluations should be free of racial, sexual, religious, and other illegal discrimination and biases as defined in state and federal laws.

(8) Nothing in these regulations shall abridge the provisions of the Massachusetts General Laws, including M.G.L. c. 69, c. 71 and c. 150E.

(9) If any section or portion of a section of 603 CMR 35.00, or the applicability of 603 CMR 35.00 to any person, entity, or circumstance is held invalid by a court, the remainder of 603 CMR 35.00 or the applicability of such provisions to other persons, entities, or circumstances shall not be affected thereby.

Regulatory Authority:

603 CMR 35.00: M.G.L. c.69, §1B; c.71, §38

Disclaimer:

For an official copy of these regulations, please contact the State House Bookstore, at 617-727-2834 or visit <http://www.state.ma.us/sec/spr/sprinf/infocode.htm>

**Minutes of the Regular Meeting
of the Massachusetts Board of Elementary and Secondary Education**

**June 28, 2011
8:30 a.m. – 1:05 p.m.**

**Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA**

Members of the Board of Elementary and Secondary Education Present:

Maura Banta, Chair, Melrose
Vanessa Calderón-Rosado, Milton
Harneen Chernow, Vice Chair, Jamaica Plain
Gerald Chertavian, Cambridge
Michael D'Ortenzio Jr., Chair, Student Advisory Council, Wellesley
Beverly Holmes, Springfield
Jeff Howard, Reading
Ruth Kaplan, Brookline
James McDermott, Eastham
Dana Mohler-Faria, Bridgewater
Paul Reville, Secretary of Education, Worcester

Mitchell D. Chester, Commissioner of Elementary and Secondary Education, Secretary to the Board

Chair Banta called the meeting to order at 8:30 a.m.

Comments from the Chair

Chair Banta welcomed members to the last meeting of the academic year. The chair said she was pleased to represent the Board at the Herter Awards ceremony to recognize high school graduates who have overcome challenging circumstances. The chair said she also had the pleasure of attending the Teacher of the Year ceremony at the State House with Commissioner Chester and Mr. D'Ortenzio Jr.

Comments from the Commissioner

Commissioner Chester said the Teacher of the Year celebration was excellent. He noted that the Department is proceeding with review and revision of the curriculum framework in Science and Technology/Engineering. The commissioner updated the Board on educational collaboratives in light of the recent media coverage around Merrimack Special Education Collaborative and the Inspector General's report on the non-profit, Merrimack Education Center. The commissioner said the Department approves

collaboratives and does a review of their proposal, but they are governed by a local board of directors comprised of representatives from each member school district. The commissioner said the Department's Program Quality Assurance (PQA) unit is currently piloting a program for monitoring collaboratives on a cyclical basis with a focus on special education and other regulated programs. The Department's Audit and Compliance unit is also developing a financial and internal controls review to supplement each collaborative's independent financial review. The commissioner said that some collaboratives have established separate 501-C-3 non-profit corporations to sell a range of services.

Commissioner Chester said the Department is working with the Massachusetts Organization of Educational Collaboratives to update state policies and focus on procurement and auditing. Based on the findings of the IG and the Auditor, and the report of the Legislature's special commission on regionalization, the commissioner said the Department will review and bring to the Board recommendations for policy changes. The commissioner said that when he first arrived in Massachusetts he was hearing concerns about Merrimack Education Center, its director, and the Merrimack Special Education Collaborative. Commissioner Chester said that early in his tenure in 2008 he met with former Auditor DeNucci to share those concerns.

Comments from the Chair

Chair Banta thanked all the stakeholders who have been so thoughtful in the process over the past year to develop the final proposed regulations on educator evaluation.

Public Comment

- Frank McLaughlin of the Lawrence Teachers Union addressed the Board on Level 4 schools in Lawrence;

Secretary Reville arrived at 8:54 a.m.

- Tom Gosnell from the American Federation of Teachers – Massachusetts addressed the Board on educator evaluation;
- Henry Dinger, chair of the board of the Massachusetts Business Alliance for Education, addressed the Board on educator evaluation;
- Christian Price of Stand for Children addressed the Board on educator evaluation;
- Kathie Skinner from the Massachusetts Teachers Association addressed the Board on educator evaluation;
- Esteniolla Maitre and Ayan Hassan from the Boston Student Advisory Council addressed the Board on educator evaluation;

Dr. Calderón-Rosado arrived at 9:10 a.m.

- Michaela Colombo from MATSOL addressed the Board on educator evaluation;
- Monty Neill from FairTest addressed the Board on educator evaluation;

- Laurie Zucker-Conde from Bedford, MA Public Schools addressed the Board on educator evaluation;
- Myriam Ortiz from Boston United for Students addressed the Board on educator evaluation;
- Tom Scott, executive director of the Massachusetts Association of School Superintendents, addressed the Board on educator evaluation.

Comments from the Secretary

Secretary Reville said he was pleased to be present with the Governor and Commissioner Chester as the Department's Charter School Office was honored with the Manuel Carballo Award for Excellence in Public Service. The secretary said the state budget continues to be worked on in conference committee. Secretary Reville provided an update on Innovation Schools, with 11 new approved Innovation Schools and 4 or 5 more in the pipeline. The secretary talked about the Race to the Top competition in early education and care. Secretary Reville said his office has been working with the state offices of Employment and Training, Economic Development, college presidents, and vocational technical schools to build better pathways to student success in careers.

Comments from the Chair

Chair Banta recognized student member Michael D'Ortenzio Jr., who was participating in his last meeting as chair of the State Student Advisory Council. Chair Banta, Commissioner Chester, and the other Board members praised Mr. D'Ortenzio Jr. for his intellect, commitment to public service, and passion to make a difference in the lives of students across the Commonwealth.

Approval of the Minutes

On a motion duly made and seconded, it was:

VOTED: that the Board of Elementary and Secondary Education approve the minutes of the May 23, 2011 special meeting and May 24, 2011 regular meeting.

The vote was unanimous.

Educator Evaluation

Commissioner Chester said the final proposed educator evaluation regulations are a celebration of teaching and leadership in our schools. The commissioner reviewed the five major objectives of the regulations: (1) fostering growth and development; (2) rewarding excellence; (3) setting a high bar for attaining tenure; (4) shortening the timeline for improving; and (5) putting student learning at the center of the process. The commissioner said there has been a very robust comment period since the April 2011

Board meeting, including six regional forums and receipt and review of roughly 500 written comments.

The commissioner said the Board has been very deliberate during this process, holding eight meetings on the topic in the last year. He noted that the requirement to supervise and evaluate educators has been in place since at least 1993, and today's regulations are a substantial change. Commissioner Chester said he rejects the notion that our administrators are not ready for this. The commissioner said he believes the proposal provides a very sound approach to measuring the impact of educators on student learning. There will be a two-year development period before the implementation of the student and staff feedback components.

The commissioner outlined the final changes recommended in his June 26 memo. He said these regulations have the potential to be very high leverage. In Massachusetts, the challenge is to go from good to great. He thanked the Educator Evaluation Task Force and the staff of the Department for their work.

Ms. Kaplan asked about a point raised during public comment by AFT-MA Executive Director Tom Gosnell related to sections 35.07 and 35.09. Commissioner Chester said this is a purposeful distinction, in that 35.07 identifies evidence that relates to the vertical axis on his graphic and could be expansive, while 35.09 is the horizontal axis and requires a common metric for impact on student learning. Ms. Holmes asked about evaluation in relation to teachers of English language learners. The commissioner said we are constantly working to strengthen ELL programs and while there is lots of work to do in that area, the evaluation regulations are not the place to address specific ELL issues.

Secretary Reville asked the commissioner to comment on the training of administrators. Commissioner Chester said the training will have several dimensions. Local evaluation protocols will be developed, including a model plan. The implementation of the model plan will take place in the Level 4 schools as well as other early adaptor districts. The commissioner said a year from now, we will have several models that could be adopted or adapted by any district. The Department will also develop various resources and tools to assist with evaluation. The American Institutes of Research (AIR) will provide technical assistance on implementation.

Secretary Reville said the training plan is robust and will give people the opportunity to shift effectively to the new system. The secretary commended the commissioner and staff for a superb job in involving the field. Secretary Reville said that in Massachusetts, we are saying that the evaluation of educators is a #1 priority for school systems and school leaders. The secretary said it borders on professional negligence for new teachers to receive little or no feedback. The secretary said this discussion has demonstrated that: (1) the quality of teaching has an impact on what students learn; (2) there is no simple formula, no instrument that can automate teacher performance, and that multiple measures are supported here; (3) the value of a student voice; (4) the need to take into account resources and what is needed to get the job done; (5) we need to look again at peer review; and (6) this is another chapter to improve the quality of education.

Dr. Calderón-Rosado said this is a very important milestone in Massachusetts, and she commended the commissioner and staff. She said she wants to see how we are going to measure student growth and the performance of ELL students. Dr. Calderón-Rosado said she hopes that as we move to implementation we can continue to involve all stakeholders in the process. Dr. McDermott said he believes in student work and that it is part of feedback. Dr. McDermott said he felt uncomfortable with the discrepancy between sections 35.07 and 35.09, and asked how we ensure that genuine student learning is part of the plan. Deputy Commissioner Baehr said 35.09 limits the use of student achievement to statewide tests or district determined measures, and that the definition conveys the broader array of tools that can be used.

Dr. Howard said he is interested in statewide standards of reliability. Dr. Howard commended the commissioner for making each iteration of this document clearer and stronger than the one before. Vice Chair Chernow said she remained concerned about the use of standardized tests as a mechanism for determining teacher effectiveness. The vice chair said she appreciated the Department incorporating student feedback in evaluation. Vice Chair Chernow agreed that the regulations today are clearer and simpler than the April version, and she appreciated the streamlining done by the Department.

Vice Chair Chernow spoke about training and professional development of evaluators. She said the Board has an obligation to set the standard for training. Vice Chair Chernow made a motion to amend the original motion to state that the Department shall issue an RFP for professional development, and to be qualified, an evaluator must complete Department-approved training, have five years of successful teaching experience, and have five years of successful experience as an administrator.

The Vice Chair's motion was moved and seconded.

Vice Chair Chernow said we should have a standard for how an evaluator should be trained to be in that role. Ms. Kaplan said she supported the vice chair's amendment and that we need to do this right. Chair Banta said she could not support the amendment and that requiring an evaluator to have five years of teaching experience will limit the profession of principals. Secretary Reville expressed concerns about this amendment. The secretary said our regulations for licensure of administrators call for competency in supervision and evaluation. The secretary said requiring five years of experience would be arbitrary. Secretary Reville said the weaknesses of the current evaluation system relate to the system itself, not the competence of administrators, and these regulations will address the weaknesses.

Mr. D'Ortenzio Jr. said he also had concerns about the five year requirement and what constitutes successful teaching experience. He said training is a key part of these regulations. Mr. Chertavian said the new regulations would build in accountability and together with the model system they would lead to higher quality. Dr. Howard said the effect of the motion would be to slow this down, when in fact if we launch the system, people will become familiar with it and build their competence.

Commissioner Chester said he is committed to providing ongoing support in training and technical assistance, and he does not believe the vice-chair's amendment is advisable. Dr. Calderón-Rosado said the Department has made a commitment to support the new evaluation system, and the motion would place a hardship on districts.

On a motion duly made and seconded, it was:

MOVED: that 603 CMR 35.11(7) be amended by striking the language and inserting in its place the following:

- (7) The superintendent is responsible for ensuring that all evaluators have training in the principles of supervision and evaluation.
 - (a) The Department shall issue a Request for Proposals for professional development for administrators and peers who will observe or evaluate teacher and administrator practice. This professional development shall include presentation, practice and application of knowledge and skills directly related to: understanding and applying adult learning theory, observing and assessing educator practice, conducting difficult conversations, and developing and implementing professional growth and improvement plans.
 - (b) To be qualified to observe, evaluate and judge teaching or administrator practice, the potential evaluator must successfully complete this DESE approved professional development program. Upon completion of the professional development program, the prospective evaluator must pass an inter-reliability performance assessment and successfully complete a personal professional growth plan. The educator meeting these requirements shall have his/her license "endorsed" as an evaluator.
 - (c) To be qualified to observe, evaluate and judge teaching practice, the potential evaluator must have five years of successful teaching experience; successfully complete the professional development and complete the performance assessments outlined in 35.11(7)(b).
 - (d) To be qualified to observe, evaluate and judge administrator practice, the potential evaluator must have five years of successful administrative experience; successfully complete the professional development and complete the performance assessments outlined in 35.11(7)(b).
 - (e) Hardship Waivers
 - i. The Commissioner may exempt a district for individual evaluators from 35.13(7) c-e for one school year upon request of a superintendent and demonstration to the Commissioner that the district has made a good-faith effort to find or train a qualified evaluator who had completed the training, passed the performance assessment and had the

- ii. The Commissioner may deem a district to have a critical shortage of evaluators upon request of a superintendent and demonstration that the district has made a good-faith effort to hire personnel who have not retired under M.G.L. c. 32 and has been unable to find them. A district deemed to have a critical shortage of qualified evaluators may employ retired, qualified teachers or administrators subject to all laws, rules, and regulations governing the employment of teachers or administrators. The period of a determination of a critical shortage shall not exceed one year, but a district may seek to invoke this provision in consecutive years upon a new demonstration of a good-faith effort to hire personnel who have not retired. The Commissioner shall notify the Teachers' Retirement Board of each determination of a critical shortage made for the purposes of M.G.L. c. 32 § 91 (e).

The motion was defeated 2-9. Vice Chair Chernow and Ms. Kaplan voted in support.

Ms. Kaplan commended the Department for its work on these regulations, but said she was not able to support them. Ms. Kaplan said she was concerned that the regulations might create an incentive to teach to the test.

On a motion duly made and seconded, it was:

VOTED: that the Board of Elementary and Secondary Education, in accordance with M.G.L. c. 69, § 1B, and c. 71, § 38, and having solicited and reviewed public comment in accordance with the Administrative Procedure Act, G.L. c.30A, § 3, hereby adopt the Regulations on Evaluation of Educators, 603 CMR 35.00, as presented by the Commissioner. The regulations replace the current Regulations on Evaluation of Teachers and Administrators and accompanying Principles of Effective Teaching and Principles of Effective Administrative Leadership, as adopted in 1995.

The vote was 9-2. Ms. Kaplan and Dr. McDermott voted in opposition.

Ms. Kaplan had to leave the meeting at 11:35 a.m.

Report on New Bedford Public Schools

Commissioner Chester said New Bedford is one of 12 Level 4 districts in the Commonwealth. The commissioner said Department representatives led by Deputy Commissioner Karla Baehr attended the June 13, 2011 meeting of the New Bedford School Committee. The commissioner noted the mayor's response to the report, included in the Board's materials. Commissioner Chester expressed concern that rather than addressing the identified problems in the district, the mayor seems to be trying to discredit the process and objectivity of the District Review report.

Senior Associate Commissioner Lynda Foisy said the Department is proposing to work with the district jointly to select and appoint a plan manager to help the district develop a more focused, accelerated district improvement plan that will include no more than 3-5 priorities. Senior Associate Commissioner Foisy said in addition the Department will identify a monitor to regularly check in with district leaders and the plan manager to get regular progress reports.

Dr. Howard said he would recuse himself from any discussion or vote on this matter because his organization, the Efficacy Institute, has dealings with New Bedford Public Schools. Dr. Mohler-Faria said that New Bedford Mayor Lang has approached Bridgewater State University to discuss the university helping the district to develop its plan. Dr. Mohler-Faria said he has asked Commissioner Chester to meet with university officials to see if the university could play a role.

Mr. Chertavian said this report is very troubling, especially when he thinks about the children behind the report. He said if the fact that the district is graduating only 53 percent of students over 4 years is not failure, he is not sure what is. Mr. Chertavian commended the work the Department is doing, and said we should be strong about it. Dr. Calderón-Rosado asked about next steps. Senior Associate Commissioner Foisy said the role of the plan manager is to model for district leaders how to go about the process, select the priorities, and establish strategies and benchmarks. She said short and long-term measurable outcomes will be set. Deputy Commissioner Baehr said the plan needs to be developed by August 31st and a first quarterly report will be due at the end of three months. Deputy Commissioner Baehr said all benchmarks will be reported publicly.

Secretary Reville asked about implementation timetables. Deputy Commissioner Baehr said the district has identified some strategies, and the Department is insisting that those be wrapped into the district's plan. She said the district is moving to fill two key central office positions and there is significant professional development underway this summer. Deputy Commissioner Baehr said the turnaround plan for the Parker School in New Bedford has been submitted, and while the plan for the school is adequate, the plans for district support and monitoring of that school are not yet sufficient.

Update on State Education Budget

Commissioner Chester distributed a spreadsheet to update the Board on the state education budget. Department CFO Bill Bell said on balance the Legislature has heard the needs of the education sector and has prioritized funding for local school districts and the circuit breaker account. Secretary Reville said we will also keep our eyes on the federal budget. Chair Banta asked how the numbers that differ between the House and Senate version eventually square. Mr. Bell said any need for a reduction in expenditures would not necessarily be taken from our accounts. Commissioner Chester said the biggest discrepancy between the Senate and House budget proposals was the circuit breaker account, with almost a \$20 million difference between them.

Annual Performance Evaluation of the Commissioner

Ms. Holmes, chair of the Board's Committee on Commissioner's Performance Evaluation, reviewed the process to evaluate the commissioner. Ms. Holmes said interviews were conducted with senior staff and the committee also received the commissioner's self-evaluation. Ms. Holmes read from the committee's recommendation to the Board, highlighting the commissioner's accomplishments over the past year, and concluding that the commissioner's performance in FY2011 has met or exceeded the Board's high expectations. She said the committee considered this to be an exceptionally successful year for the commissioner and for education in the Commonwealth.

Ms. Holmes said the committee appreciated the commissioner's leadership around Race to the Top. Chair Banta said that people interviewed talked about the commissioner's incredible intellectual energy and his amazing command of issues and details. Chair Banta said Commissioner Chester has mobilized people within and outside and the Department and has led Massachusetts in an exemplary fashion. Mr. Chertavian talked about the effective and focused leadership the commissioner provides and how he is able to get things done. Mr. Chertavian also complimented the commissioner on hiring people who can deliver and manage to that end, and have a command of content. Mr. Chertavian said it has been an excellent year and he expressed his appreciation for the incredible hard work of the commissioner and his staff. Dr. Howard said this is a team, including the commissioner and his deputies, that works together very effectively. Mr. D'Ortenzio Jr. said it has been an honor and pleasure to work with the commissioner. Dr. Mohler-Faria said as important as what the commissioner has accomplished is what he has been able to avoid, and said he appreciated the commissioner's ability to stay focused. Dr. Calderón-Rosado said she appreciated the commissioner's transparency, availability, and communication.

Secretary Reville said Massachusetts is a complex environment in which to do education business. The secretary said the two major accomplishments of the past year were the Race to the Top competition and the new educator evaluation regulations. In both instances, the secretary said we saw the commissioner at his best. Secretary Reville said Commissioner Chester makes people in the field feel heard and he has a willingness to

stand on principle. The secretary said he appreciates the commissioner's give-and-take and his responsiveness, and he feels privileged to have the commissioner as a colleague.

Dr. McDermott said the mark of a good teacher or leader is what they can get other people to do, and the commissioner's teamwork says a lot about him. Vice Chair Chernow said the commissioner sets the tone for a healthy board that values the diversity of thought and opinion. The vice chair thanked Ms. Holmes for leading this year's evaluation process.

Commissioner Chester said this is his third year, and it is no less humbling the third time around to experience the evaluation. He thanked the Board and the Department staff. The commissioner said he feels privileged to do this work on behalf of the Commonwealth and the Board.

On a motion duly made and seconded, it was:

VOTED: that the Board of Elementary and Secondary Education approve the Commissioner's FY2011 performance rating, as recommended by the Board's committee.

The vote was unanimous.

Dr. Mohler-Faria had to leave at 12:20 p.m.

Proposed Contracts with Educational Management Organizations for Four Charter Schools in Boston: Delegation to the Commissioner

Commissioner Chester asked the Board to delegate to him the authority to approve the management contracts for four charter schools in Boston. Dr. McDermott asked what we know about Unlocking Potential. Commissioner Chester said the charters that the Board granted anticipated reliance on these two management companies (Unlocking Potential; Uncommon Schools), and at that time the Department had provided background information to the Board. Deputy Commissioner Wulfson said both organizations have been staffed in part by charter school leaders who have come up through Boston. Vice Chair Chernow asked if the Board has voted on these contracts in the past. Deputy Commissioner Wulfson said the Board used to vote on the contract as part of the charter approval but that can be problematic. Secretary Reville said this strikes him as the kind of business the Board ought to regularly delegate to the commissioner.

On a motion duly made and seconded, it was:

VOTED: that the Board of Elementary and Secondary Education authorize the Commissioner, in accordance with General Laws c. 15, § 1F, paragraph 3, to act on behalf of the Board in approving the management contract between UP Academy Charter School of Boston and Unlocking Potential and the management contract(s) between

Roxbury Preparatory Charter School, Grove Hall Preparatory Charter School, and Dorchester Preparatory Charter School and Uncommon Schools, as required by General Laws chapter 71, section 89 (k)(5), and 603 CMR 1.00, following his legal and technical review of the contracts and a vote by the boards of trustees of these charter schools. Such approval shall also operate to amend the charters granted to UP Academy Charter School of Boston, Roxbury Preparatory Charter School, Grove Hall Preparatory Charter School, and Dorchester Preparatory Charter School to include these management contracts.

The vote was unanimous.

Report from Board's Charter School Committee

Mr. Chertavian, chair of the Charter School Committee, thanked the other members. Mr. Chertavian said Deputy Commissioner Wulfson does an excellent job in managing the work. Mr. Chertavian said the committee was charged with developing criteria for proven provider status and the allocation of seats and looking at the Board's time management around charter schools. Mr. Chertavian presented the findings of the committee about how other states authorize charter schools. Mr. Chertavian said the goal is to maintain the quality of our authorizing process and to reduce the Board's time commitment.

Mr. Chertavian presented six recommendations, including: (1) keeping the current structure; (2) delegating additional authority to the commissioner; (3) establishing an ongoing Board Charter School Committee; (4) eliminating unnecessary duplication, such as with public hearings; (5) planning extra meeting time in February; and (6) continuing to advocate for adequate funding for the Department's charter school office.

Chair Banta thanked Mr. Chertavian and the committee for their focus on maintaining quality and spending the Board's time wisely. Mr. D'Ortenzio Jr. said he appreciated being on the committee.

State Student Advisory Council End-of-Year Report

Mr. D'Ortenzio Jr. made a presentation on the work of the State Student Advisory Council this year. Mr. D'Ortenzio Jr. discussed the launch of the "By Students, For Students" campaign, which was a student-to-student effort to engage middle school students about the value of attaining a high school diploma. He said the council's ultimate goal is to encourage students to get engaged in their education and make what they want of their high school experience.

Schedule for Regular Board Meetings through June 2012

The Board voted to adopt its meeting schedule for the 2011-12 year.

On a motion duly made and seconded, it was:

VOTED: that the Board of Elementary and Secondary Education approve the schedule of regular meetings through June 2012, as presented by the Commissioner.

The vote was unanimous.

On a motion duly made and seconded, it was:

VOTED: that the Board of Elementary and Secondary Education adjourn the meeting at 1:05 p.m., subject to the call of the chair.

The vote was unanimous.

Respectfully submitted,

Mitchell D. Chester
Commissioner of Elementary and Secondary Education
and Secretary to the Board

**Minutes of the Special Meeting
of the Massachusetts Board of Elementary and Secondary Education**

**June 27, 2011
5:15 p.m. – 7:05 p.m.**

**Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA**

Members of the Board of Elementary and Secondary Education Present:

Maura Banta, Chair, Melrose
Vanessa Calderón-Rosado, Milton
Harneen Chernow, Vice Chair, Jamaica Plain
Gerald Chertavian, Cambridge
Michael D'Ortenzio Jr., Chair, Student Advisory Council, Wellesley
Beverly Holmes, Springfield
Jeff Howard, Reading
Ruth Kaplan, Brookline
James McDermott, Eastham
Paul Reville, Secretary of Education, Worcester

Mitchell D. Chester, Commissioner of Elementary and Secondary Education, Secretary to the Board

Members of the Board of Elementary and Secondary Education Absent:

Dana Mohler-Faria, Bridgewater

Chair Banta called the meeting to order at 5:15 p.m.

Chair Banta welcomed the Board to its special meeting to look at the year in review and continue its conversation on educator evaluation.

Year in Review

Commissioner Chester reviewed a report on the Department's progress in its areas of focus as well as initiatives for the current year. Mr. Chertavian said it is amazing to see what was accomplished in one year.

Mr. Chertavian asked if we made as much progress as we needed to with respect to classroom culture. Commissioner Chester said two goal areas – wraparound and school and classroom culture – encompass Mr. Chertavian's question. The commissioner said these are areas where work is in progress and the Department has plans on how to bring

them to fruition. Commissioner Chester said he recently signed off on the award of wraparound zone grants to 5 school districts. On school and classroom culture, the commissioner talked about the administration of a set of questions on the MCAS exam this year to see how those responses correlate to performance. The commissioner also said the teacher and administrator evaluation regulations propose collecting feedback from students and staff relative to what students experience. Mr. Chertavian asked about supports and services that could be more scalable and should be prioritized. Deputy Commissioner Karla Baehr said the health needs of youngsters could be addressed through a partnership with public health agencies, and that youngsters should have a safe place and support to do work after the school day. Deputy Commissioner Baehr said school partnerships with community health vary widely in urban districts. Secretary Reville said the Secretary of Health and Human Services has designated a half-time staff person to connect with the 35 underperforming schools. The secretary said the challenge is to build out a strategy to turn around underperforming schools. Deputy Commissioner Baehr said the Level 4 schools have embraced the challenge, though it must be done in a systematic way and last beyond the current players.

Vice Chair Chernow and Ms. Kaplan arrived at 5:25 p.m.

Chair Banta asked about educator effectiveness and recruitment efforts. Deputy Commissioner Baehr said work is underway on revising administrative licensure. Deputy Commissioner Baehr said the state's Race to the Top application contains a number of projects to expand the pipeline for recruiting and for evaluating preparation programs. UTEACH also has plans to come to Massachusetts to broaden opportunities.

Dr. McDermott asked about the Massachusetts Curriculum Frameworks and how the guides will be used to create powerful learning. Deputy Commissioner Baehr said the Department is developing a teaching and learning system under Race to the Top with model units, using teacher teams to develop strong units of instruction. Dr. Howard asked about annual goals for Level 4 schools. Deputy Commissioner Baehr said the goals vary; some are concrete such as what the median student growth percentile needs to be. Commissioner Chester said the goals are set individually for schools based on where the schools were previously.

Ms. Holmes arrived at 5:30 p.m.

Deputy Commissioner Baehr said the Department took all schools with a three-year history of improvement and determined what was the fastest improving cohort. That became the standard. Dr. Howard asked about a standard based on Level 4 schools that improve.

Ms. Kaplan expressed concern that the three areas of work under wraparound services are not yet completed. Commissioner Chester said a cross-unit working group has been established in the Department and they are working on these issues in conjunction with several of the advisory councils. Ms. Kaplan said she would like to see an evening meeting devoted to the topic of wraparound services. Deputy Commissioner Baehr said it

was exciting to see the energy within the Department at the cross-unit kick off meeting, and that a range of people who have done work in parent and community engagement were represented. Ms. Kaplan suggested the group should be aware of the work of the Boston Title I Office, as they have a lot of experience.

Dr. McDermott asked about work to align public colleges with the expertise we need around curriculum and instruction. Commissioner Chester said the ongoing work around college and career readiness is likely to lead to a joint meeting of the Boards of Elementary and Secondary Education and Higher Education. Secretary Reville said better alignment is a high priority, and the Administration is very active in rethinking college readiness versus career readiness. The secretary said the Readiness Centers are also engaged in matters of curriculum and instruction and professional development, although we still have a long way to go in this area.

Chair Banta thanked the Department for its hard work in moving forward on the long-term goals. The chair said much progress has been made on the goals and initiatives and around developing better partnerships with the advisory councils.

Educator Evaluation

Commissioner Chester reviewed his June 21st memo to the Board and some last minute clarifications about the proposed final regulations on educator evaluation. The commissioner said the five goals remain the same. Commissioner Chester said the Department received over 500 written comments and more than 800 individuals participated in the 6 in-person regional events. The commissioner said that among the participants in the regional events, 11 percent reported that evaluations were very useful, 56 percent said they were somewhat useful, and 43 percent said evaluations were not useful at all.

Commissioner Chester said the Board had received a packet with all of the comments submitted to the Department. The commissioner said a lot of comments pertained to capacity for implementation and whether there were sufficient resources in the system. Other comments were about administrators going through additional training to qualify as evaluators and about the impact of student learning. The commissioner said he started with the proposition that our administrator corps is capable and that the supervision and evaluation requirements have been in effect for a long time, since 1993. Commissioner Chester said there would be a two-year period for the Department to develop instruments to collect student and staff feedback and protocols for reporting it.

Commissioner Chester said the revisions outlined in his June 26th memo related to a number of inquiries the Department received about the intent of certain language and clarifying that language. Deputy Commissioner Baehr said the Department needed to be consistent throughout the regulations that MEPA data had to be used where available, and where determining the rating of an educator, MCAS growth and MEPA had to be used.

Ms. Kaplan said it seems the Department has the right to review evaluation plans of districts but not approve or disapprove them. Commissioner Chester said that was correct

and that current statute requires the Department to review districts' plans to determine the alignment of the plan with the regulations the Board adopts. Ms. Kaplan asked if the Department had been reviewing plans on a regular basis. The commissioner said no, but misalignment would prompt a discussion between the Department and the district. Deputy Commissioner Baehr said evaluation plans have to be locally bargained. Ms. Kaplan asked about capacity issues that challenge the Department. Deputy Commissioner Baehr said there are dollars available in the state's share of Race to the Top dollars to fund the initial review process

Ms. Kaplan asked about potential litigation. Deputy Commissioner Baehr said an example would be whether the statutory language permits the Department to approve or disapprove plans. She said if we report that the evaluation system does not match the regulations, there is a range of actions we could take, including to withhold federal or state aid. Mr. D'Ortenzio Jr. asked if we should seek statutory authority to review and approve.

Secretary Reville asked the commissioner to describe the sequence for implementing the regulations subsequent to the Board's approval. Commissioner Chester said implementation of the new regulations would happen over a three-year period. The commissioner said the Department will start in the coming year with the 9 districts that have Level 4 schools. Secretary Reville asked about districts that may not have collective bargaining open this year. Commissioner Chester said those districts that receive federal turnaround monies could jeopardize that funding if they are not realigning their evaluation systems to the new regulations. Deputy Commissioner Baehr said she believes all 9 districts are committed to aligning their plans to the new regulations. Commissioner Chester said the Department has alerted superintendents that in their negotiation cycle they should anticipate the new regulations.

Ms. Holmes said that supervisors and evaluators are not included in the same bargaining unit as employees, and asked if we have evidence they have performed at a level we are comfortable with. Commissioner Chester said our administrative workforce is the supervisors and evaluators of record, and these regulations define a new system for evaluation that will be coupled with a robust game plan to support implementation and models to adopt wholesale. Ms. Holmes asked who evaluates the evaluators. The commissioner said the buck stops with the superintendent of schools. Ms. Holmes said there could be a conflict if the evaluator and evaluatee were in the same bargaining unit. The commissioner said to put that exclusion in would undo some arrangements that exist in many work settings. Secretary Reville said peer review is something a number of us would like to encourage.

Vice Chair Chernow said she was concerned that the process for training and preparing evaluators is not rigorous enough. She said her concern was that we leave districts to determine who is and is not eligible to evaluate, and a new evaluation system should include required standards and components.

Mr. Chertavian said adults with authority for managing need some help in this, but it is not like we are dealing with a whole new language. Dr. Howard said administrators are responsible for ensuring the education of children and ensuring there is effective instruction in the buildings in which they operate. Dr. Howard said his concern is whether principals have the time to evaluate teachers.

Secretary Reville said high performing organizations are about managing people effectively and evaluation is a key. The secretary said it is a challenge for principals to be lead managers as well as instructional leaders, but we need to make this a priority.

Ms. Kaplan asked what happens if a principal "needs improvement" and does not evaluate well. Commissioner Chester said as part of principals' evaluations, these regulations require staff feedback to be part of the evidence. Over the next two years the Department will identify the process and instruments for collecting staff feedback. Deputy Commissioner Baehr said the TeLLS survey is being repeated next fall. She said the model system the Department will develop will include a model principal evaluation system.

On a motion duly made and seconded, it was:

VOTED: that the Board of Elementary and Secondary Education adjourn the meeting at 7:05 p.m., subject to the call of the chair.

The vote was unanimous.

Respectfully submitted,

Mitchell D. Chester
Commissioner of Elementary and Secondary Education
and Secretary to the Board



Massachusetts Department of Elementary and Secondary Education Redesign Plan Requirements Updated 12-01-10

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Redesign Plan Requirements Overview

An *Act Relative to the Achievement Gap* signed into law in January 2010 established a new process and intervention powers for improving the performance of the state’s lowest performing schools. The U.S. Department of Education is also providing a new infusion of federal School Improvement Grant (SIG) funds (under Section 1003(g) of the Elementary and Secondary Education Act) to support this work. Massachusetts refers to this competitive grant process as the School Redesign Grant (SRG). 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. The **Redesign Plan** template integrates these federal and state legislative requirements with the state’s Accountability and Assistance Framework, and serves as the narrative component of a district’s application on behalf of eligible persistently lowest achieving schools for SRG funds.

The Redesign Plan is a multi-part instrument that will provide:

- I. **Executive Summary:** an overview of the district’s overall plan for school redesign.
- II. **District-Level Redesign:** an overview of district-level issues.
- III. **School-Level Redesign:** a blueprint for intervention and the implementation of the conditions for school effectiveness at each identified school (School-Level Redesign).
- IV. **Implementation Timeline and Benchmarks:** implementation benchmarks across the 3-year redesign timeframe.
- V. **Measurable Annual Goals:** measurable annual goals which serve as the standard for continued implementation of the Redesign Plan, renewal of federal grant funds, and, if applicable, exiting from Level 4 status.
- VI. **Budget:** a detailed budget with narrative for how the district proposes to expend SRG funds.

Note: If a district opts to close an eligible school using the federal “School Closure” model, it may apply for SRG funding to pay certain reasonable and necessary costs associated with the closure. In this case, the district does not need to complete components III, IV, and V. Justification for closure costs should be provided within the narrative section contained within the budget workbook.

<p>Format and Submission Requirements</p>	<p>The Redesign Plan must:</p> <ul style="list-style-type: none"> • Be prepared within a word-processing program and printed on plain, 8 ½ x 11” size paper that is suitable for reproduction. Three ring binders will not be accepted. • Contain one-inch margins • Use 11-point font, or larger • Include a Table of Contents that includes attachments and appendices • Include page numbers in the bottom right hand corner of each page, including attachments <p>The Executive Summary and District-Level Redesign components are limited to 20 pages of text total. The School-Level Redesign component for each is limited to 30 pages of text. The Implementation Timeline and Benchmarks, Measurable Annual Goals, Budget, and any additional appendices or attachments that the district may want to include are not counted toward these page limits.</p>
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I. Executive Summary

Instructions

Provide an overview (no more than two pages) of the district's overall plan for school redesign. The executive summary should be suitable for sharing with the general public, including essential stakeholders such as families, students, and school-level educators. This executive summary may also be used by ESE to share school plans with state-level stakeholders and with other districts to facilitate sharing and networking among.

II. District-Level Redesign

Instructions

The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including using SRG funds to provide adequate resources and related support at identified schools in order to effectively implement the required activities of the school intervention model it has selected. A district that applies for SRG funding must serve each of its Level 4 schools using one of the four federal school intervention models—Turnaround¹, Restart, Closure, or Transformation. (For districts pursuing the Restart model please indicate, when appropriate, that the charter management organization (CMO) or education management organization (EMO) will be held responsible through a performance/partnership contract to perform the functions required in this application; and, in selecting the CMO/EMO, the district will be screening for particular capacities and competencies consistent with the grant requirements (e.g., school leadership pipeline, school-level redesign team, etc.). To demonstrate the district's capacity to intervene in identified schools, please be sure to address the following district level areas.

1. **Analysis of key district needs and challenges:** Provide a description of the district's core challenges and issues related to turning around the school(s), based on data and the district's assessment of its current systems and policies for supporting underperforming schools.
2. **Key Strategies and Theory of Action:** Describe the district's approach to turning around underperforming schools, the theory of action guiding district efforts and the key district strategies.
3. **District Redesign and Planning**²: Provide a description of the district's redesign and planning process, including descriptions of teams or working groups and stakeholder groups involved in the planning process.
 - a. Describe how the district used district-level and/or school-level redesign teams/working groups to develop the intervention plans for each school.
 - i. Provide an overview of the overall structure of the district's redesign planning process, including the number and structure of district-level and school-level redesign teams, how often they meet and interact, and the process by which decisions were or will be made.
 - ii. Provide a profile of the district-level redesign team(s), including:
 1. The composition of each redesign team.
 2. The identity of the chair or leader of each redesign team
 3. The identity and credentials of each redesign team member.
 4. Why specific members were chosen to form each team. The experience and qualifications should demonstrate that the members have experience and qualifications necessary to contribute to a plan for implementing the selected intervention model in each identified school.
4. **School redesign leadership pipeline:** Describe the actions that the district has taken (or will take) to recruit, screen, and select qualified educators who have the capability to implement one of the school intervention models.

¹ **A note on the term “turnaround”:** The U.S. Department of Education uses the term “Turnaround” as the name for one of the four required intervention models that must be implemented to receive federal SIG funding. Massachusetts state law uses the term “turnaround plan” which generally refers to a plan created to intervene in the state's lowest-achieving schools. In this document, the term “Redesign Plan” refers to the general “turnaround plan” specified in state law; the term “Turnaround” refers to the specific federal intervention model.

² SIG requirement B3a.

- a. Describe the actions that the district has taken or will take to recruit, screen and select—through both internal staff development and external recruitment—effective principals and teacher leaders who have the capability to implement one of the school intervention models.
 - b. Describe how the school will ensure that these effective educators will be placed in the district’s lowest-performing schools.
 - c. If qualified personnel have not yet been identified, describe the status of the district’s current pipeline for such individuals.
5. **External partner’s pipeline:** If applicable, describe how the district will recruit, screen, and select external providers to provide the expertise, support, and assistance to the district or to schools, as needed to implement redesign plans. External providers may assist districts with multiple aspects of redesign efforts, including implementing the redesign model, providing technical expertise in implementing a variety of components of the school intervention models, providing job-embedded professional development, designing an equitable teacher and principal evaluation system that relies on student achievement, and creating safe school environments that meet students’ social, emotional, and health needs.
- a. Describe the actions that the district has taken or will take to recruit, screen and select external providers to ensure their quality.³
 - b. Describe how the district has or will determine which external partners to utilize.
 - c. If the district has identified external providers who will assist it in implementing the intervention models, provide their credentials, experiences, and qualifications for the relevant task.
 - d. For Restarts: If the district has identified the charter operator, CMO, or EMO partners who will implement the Restart intervention in a particular school, provide their credentials, experiences, and qualifications for school intervention work. If a partner has not yet been identified, please describe the process for screening, selecting, and monitoring the progress of the organization(s) including draft language for the performance/partnership contract related to areas required for this grant application.
 - e. For Restarts: Describe how the district will plan for the sustainability of the restart once the SIG funding is expired, i.e. if a district is paying a CMO or EMO for 3 years, describe in detail its strategy for ensuring sufficient funding for the school in subsequent years.
 - f. If external providers have not yet been identified, describe the status of the district’s current pipeline for such organizations.
6. **Effective District Systems for planning, supporting, and monitoring implementation:** Provide a detailed description of the district’s systems and processes for ongoing planning, supporting, and monitoring the implementation of planned redesign efforts.
- a. Describe the teaming structures or other processes, such as the use of liaisons, coaches, or networking opportunities, to be used to support and monitor implementation of school-level redesign efforts.
 - b. Describe which district policies and practices currently exist that may promote or impede the implementation of the proposed plans and the actions the district has taken or will take to modify its policies and practices to enable its schools to implement the interventions fully and effectively⁴. Explain why and provide evidence for why these policies and practices need to be modified. In each case, be sure to address how the district will ensure that other schools are not adversely impacted by changes to the policies and practices. In particular, please be sure to consider and address, if appropriate:

³ SIG requirement B3b.

⁴ SIG requirement B3d.

- i. Staff assignment policies (if not addressed above): How will displaced staff from the school be placed in other buildings? How will the district ensure that staff displaced from other buildings will not be placed into the identified school without a formal selection process?
 - ii. Student assignment policies: Will student enrollment be limited to a certain size at identified schools?
 - iii. Capital plans: Will buildings be reconfigured to support the implementation of Redesign Plans?
 - iv. Transportation: How will potential changes to school schedules, student assignment and building configurations be managed?
- c. Describe how the district will ensure that the identified school(s) receive ongoing, intensive technical assistance and related support from the district, the state, or designated external partner organizations.⁵ Activities could include district staff dedicated to redesign efforts, specific programs that will be in place in all schools included in this application, etc.
- d. Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.
- e. For Restarts: please describe the relevant provisions in the existing or proposed performance/partnership contract that would address items b. – d. in this section.

⁵ SIG Transformation 4B.

III. School-Level Redesign

Instructions

The School-Level Redesign section includes two parts. In Part A, please describe the elements of the 3-year Redesign Plan that will be put into place at **each identified school, using the categories provided below. In Part B, provide a detailed description** of how the school will implement the Conditions for School Effectiveness, which serves as a blueprint for school-level redesign efforts.

In order for a district to ensure eligibility for SRG funding, it must ensure that the required additional elements listed for the federal intervention model chosen—Turnaround, Restart, or Transformation—are addressed. Districts that select the Restart option should address all elements, though the school’s selected external partner will likely outline its plan for implementation rather than district or school personnel. However, the selected external partner with a demonstrated track record of success may propose an implementation plan that might not address all the elements below if a compelling rationale is given for why it is not necessary. If a partner has not yet been identified, please describe the relevant provisions from a draft contract to ensure that the School-Level Redesign requirements below will be addressed..

School Name:

District:

A. School-Level Redesign Overview

1. **School-level redesign team:** Describe the school’s redesign planning process, including the specific structure of the school-level redesign team, how often it meets, and the process by which decisions were or will be made.
 - a. Provide a profile of the school-level redesign team, including:
 - i. The composition of each redesign team.
 - ii. The identity of the chair or leader of each redesign team
 - iii. The identity and credentials of each redesign team member.
 - iv. Why specific members were chosen to form each team. The experience and qualifications should demonstrate that the members have experience and qualifications necessary to contribute to a plan for implementing the selected intervention model in each identified school.
2. **Baseline data and needs analysis**⁶: Provide a detailed and data based analysis of the needs of the school that assess the current status of the school’s implementation of the Conditions for School Effectiveness. Use the data and needs analysis to identify a set of high-priority issues, linked to the Conditions for School Effectiveness that will be used to drive redesign efforts. Your analysis should:⁷
 - a. Examine and analyze multiple sources of data
 - i. Disaggregate MCAS, growth, and other achievement data by income, ethnicity, program, gender, grade level, language proficiency, teacher, and other categories that may help explain achievement outcomes.
 - ii. Identify patterns in the data at the school, grade, and student level and among clusters or subtopics in state standards for greater specificity.
 - iii. Include a review of other data, including but not limited to perceptual data, behavioral data, school program and process data.

⁶ SIG requirement B1a.

⁷ The framework for this analysis draws heavily from Community Training and Assistance Center’s *Guide to Standard Bearer Schools*, March 2007.

- iv. If possible, use tests of statistical significance to determine if differences matter, though caution should be exercised when analyzing data based on small numbers of students.
 - b. Identify **critical issues**
 - i. Determine thorough data analysis and then select those areas where significant groups of students are achieving below standard and/or that show student achievement is flat or has declined over time. For high schools, this should include a specific analysis regarding off-track (for graduation) and out-of-school youth.
 - ii. Record issues that emerge from observable patterns in the data.
 - iii. Look for similar trends in multiple years of data.
 - iv. Compare with state and district averages and demographically similar schools.
 - v. Identify areas of growth and/or strength in student achievement patterns.
 - vi. Look for relationships among or between critical issues and events (e.g., math scores are down; a new textbook was implemented during the previous year).
 - c. Probe for causation
 - i. Ask questions about observable patterns in the data and about the character of the data.
 - ii. Develop hypotheses about the possible reasons for the observed patterns and trends.
 - iii. Use perceptual, program, and teacher data to test hypotheses and to probe for possible causes.
 - iv. Collect additional data and input if needed (e.g., conducting interviews or focus groups with students, parents, and/or teachers on a topic)
 - d. Determine **key priorities** for redesign
 - i. Determine what the school can change (programs, processes, professional knowledge and skills); what it may influence (behavior, parent involvement, communication); and where it may need to intervene (pre-school, tutorials, parent visits, etc).
 - ii. **Select a manageable number of key priorities – 3 to 5 – as the focus of school redesign.**
3. **Redesign model**⁸: Provide a brief description of the redesign model selected to be used in the identified school. The description must indicate which federal intervention model—Turnaround, Transformation, or Restart—the district will or has already begun to implement in this school. Explain why the selected intervention is appropriate for this particular school based on the specific needs identified above. In the description of the redesign model, please:
- a. Explain why the selected intervention is appropriate for this particular school. (**Note:** If the district has begun implementing, in whole or in part, one of the federal intervention models—Turnaround, Transformation, Restart—within the last two years and wishes to continue or complete the intervention being implemented, please be sure to describe the actions it has already taken—including replacing the principal—to meet the specified federal requirements below.)
 - b. Describe the organizing principles or educational theory of change that will guide the implementation of this particular intervention model and how this differs from what is currently in place at the school.
4. **Stakeholder support**⁹: Describe the interactions the district has had with relevant stakeholders in the development of a redesign plan for each school. Provide evidence, if available, of teachers’ union support with respect to staffing and teacher evaluation requirements in the Turnaround and Transformation models, school committee commitment to eliminate any barriers and to facilitate full and effective implementation of the models, and the support of staff and parents in the school to be served.
- a. **For Level 4 Schools only** : Level 4 schools must summarize the recommendations of the local stakeholder group convened by the district superintendent as required by state law.

⁸ SIG requirement B1a and B3a.

⁹ SIG requirement B8.

- b. **For districts seeking expedited approval only:** If a district is seeking expedited approval of its Redesign Plan as outlined in state law, it must summarize the public comment provided on the Redesign Plan and provide evidence of approval of the school committee.

B. Critical Issues, Key Priorities, Key Strategies and their Relationship to Conditions for School Effectiveness

Instructions

Overview

Please provide an overview of the school-level plan that addresses the following three questions:

- What will the school look like in three years?
- How will you know?
- What early evidence of change will signal you are on the right track? (3-4 key benchmarks)

Narrative

The response to the next section must provide a detailed description (e.g., your blueprint) of the 3-5 Key Strategies the district and school will implement in the proposed redesign effort. In your response, please explicitly link the district and school **critical issues**, as identified in Sections A.2.b to the **key priorities** and their proposed associated **key strategies**. Your **key priorities**, as identified in Section 2d, and their **key strategies** should be cross-linked to the appropriate **Conditions for School Effectiveness**. For example, **Critical Issue 1**: Chronic student absence; high rate of referral; high incidence of long and short term suspensions; **Key Priority 1**: Address School Climate; **Key Strategy 1**: Implement PBIS program; **Related Conditions for School Effectiveness**: Professional Development and Structures for Collaboration; Students' Social, Emotional and Health Needs; and Family-School Engagement. Address the district's plan for implementation of the specified Conditions for School Effectiveness at the identified school and describe how this was informed by the baseline data and needs analysis.

Leadership and Governance

1. **Effective school leadership**: Describe how the district will attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.
 - a. Describe how an effective school leadership team will be mobilized. For Level 4 schools, Indicate whether the district will require the principal, administrators, teachers and staff to reapply for their positions in the school, describe the process the district will utilize to re-staff the school.
 - b. **For Turnaround and Transformation only:** Describe the process by which the district will replace the principal¹⁰ who led the school prior to the commencement of the Transformation or Turnaround model. If the district has already identified the new principal and/or other key staff members who will implement the selected intervention model in the identified school, provide their credentials, experiences, and qualifications, with a particular emphasis on school turnaround competencies.
 - c. **For Turnaround and Transformation only**: Describe how the district will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school¹¹.

¹⁰ Turnaround 1, Transformation 1A

¹¹ Turnaround 3, Transformation 1E.

- d. **For Turnaround only:** Describe how the district will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, will screen all existing staff and rehire no more than 50 percent; and select new staff¹². Include how the district defines “staff”—whether this includes non-instructional staff in addition to instructional staff.
- e. **For Turnaround only:** Describe how the school will adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the district, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the district or state to obtain added flexibility in exchange for greater accountability¹³. Be sure to:
- f. **For Transformation only:**
 - i. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates (2) Are designed and developed with teacher and principal involvement¹⁴.
 - ii. Describe how the district will identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates (if applicable) and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.¹⁵

Human Resources and Professional Development

- 2. **Principal’s staffing authority:** The district must ensure that the principal has the authority to identify the best teachers and ensure that they are hired to work in the identified school.
 - a. **For Turnaround and Transformation only:** Describe the operating flexibilities the school and principal will have around staffing to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates (if applicable)¹⁶.
- 3. **Professional development and structures for collaboration:** Professional development for school staff must include both job-embedded and individually pursued learning and structures for collaboration that enable teachers to have regular, frequent department and/or grade-level common planning and meeting time that is used to improve implementation of the curriculum and instructional practice.
 - a. Describe the school’s structures to provide increased, regular, and frequent meeting times for faculty to collaborate, plan, and engage in professional development within and across grades and subjects in order to improve implementation of the curriculum and instructional practice.¹⁷
 - b. Describe the school’s plan to:
 - i. Provide ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction), that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are

¹² Turnaround 2.

¹³ Turnaround 5.

¹⁴ Transformation 1B.

¹⁵ Transformation 1C.

¹⁶ Turnaround 1, Transformation 4A.

¹⁷ Turnaround 8, Transformation 3A.

- equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.¹⁸
- ii. Provide or support individually pursued learning, including content-based learning.

Student Support

4. **Tiered instruction models and adequate learning time** : The school must use data and design a school schedule to provide adequate learning time for all students in core subjects.
 - a. Describe the systems the school will put into place to identify students needing additional supports and to inform and differentiate instruction in order to meet the academic needs of individual students.¹⁹ What interventions will the school use? How will they be chosen?
 - b. Describe the specific steps the school will take steps to address achievement gaps for limited English-proficient, special education and low-income students²⁰; in particular, describe how the school will develop or expand alternative English language learning programs for limited English proficient students, notwithstanding chapter 71A.²¹
 - c. **For Turnaround and Transformation only:** Describe how the school will establish schedules and strategies that provide increased learning time using a longer school day, week, or year schedule to significantly increase the total number of school hours (compared to time prior to the start of the Transformation model) to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography and (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations²².
5. **Students' social, emotional, and health needs**²³: The school must create a safe environment, make effective use of a system for addressing the social, emotional, and health needs of its students, and provide appropriate social-emotional and community-oriented services and supports for students. Describe how the school will:
 - a. Take steps to address social service and health needs of students and their families, to help students arrive and remain at school ready to learn. This may include mental health and substance abuse screening.²⁴
6. **Family-school relationships**²⁵: The school must develop strong working relationships with families and appropriate community partners/providers in order to support students' academic progress and social/emotional well-being. Describe how the school will:
 - a. Provide ongoing mechanisms for parent, family, and community engagement.²⁶
 - b. Take steps to improve or expand child welfare services and, as appropriate, law enforcement services in the school community, in order to promote a safe and secure learning environment.²⁷
 - c. Improve workforce development services provided to students and their families at the school, to provide students and families with meaningful employment skills and opportunities.²⁸

¹⁸ Turnaround 4, Transformation 1D.

¹⁹ Turnaround 7, Transformation 2B

²⁰ *Act Relative to the Achievement Gap*, Massachusetts law – address achievement gaps

²¹ *Act Relative to the Achievement Gap*, Massachusetts law – Alternative ELL programs

²² Turnaround 8, Transformation 3A.

²³ Turnaround 9.

²⁴ *Act Relative to the Achievement Gap*, Massachusetts law – address social service and health needs

²⁵ Turnaround 9.

²⁶ Transformation 3B; State measurable annual goal 10.

²⁷ *Act Relative to the Achievement Gap*, Massachusetts law – child welfare services and law enforcement

Financial and Asset Management

7. **Strategic use of resources and adequate budget authority** : District and school plans must be coordinated to provide integrated use of internal and external resources (human, financial, community, and other) to achieve each school's mission.
 - a. **For Turnaround and Transformation only:** Describe the operating flexibilities the school and principal will have around budget to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates (if applicable).
 - b. Provide a three-year financial plan for the school. In this plan, describe how any additional funds to be provided by the district, commonwealth, federal government or other sources will support the implementation of the Redesign Plan, and how the district will align other resources (e.g. Title I, Part A—regular and school improvement funds, Title II Part A and Title II Part D, Title II, Part A, other state and community resources) with the proposed intervention model²⁹.
 - c. Describe how the intervention reforms will be sustained after the Redesign Plan period and, if applicable, after federal SRG funds end in three years.³⁰ Specifically address:
 - i. The level and amount of technical assistance the district will provide to the school in each year of the Redesign Plan (e.g., this may decrease over the three-year period).
 - ii. How resources may be utilized or redirected to support priority areas (e.g., structures for collaborative planning time, professional development for school staff to ensure that redesign practices are institutionalized) to ensure that redesign efforts can be sustained.
 - iii. Plans for use of other resources to sustain critical elements of the redesign model.

Curriculum, Instruction, and Assessment

8. **Aligned curriculum** : The school's taught curriculum must be aligned across multiple dimensions. Describe how data is used to identify and implement comprehensive, research-based, instructional programs that are aligned with Massachusetts curriculum frameworks and MCAS performance level descriptions, vertically aligned between grades (from one grade to the next), and horizontally aligned (across classrooms at the same grade level and across sections of the same course).³¹
9. **Effective instruction:** Instruction across subject areas must reflect effective practice and high expectations for all students. Describe how school staff will have a common understanding of the features of high-quality standards-based and the school's system for monitoring instructional practice.
10. **Student Assessment** : The school must use a balanced system of formative and benchmark assessments.
 - a. Describe the specific processes the district and school will put in place to promote the continuous use of assessment data to inform and differentiate instruction in order to meet the academic needs of individual students.³²
 - b. If applicable, specifically describe the developmentally appropriate child assessments from pre-kindergarten through third grade that the school will use and be sure to include annual implementation and use of data benchmarks in the action plan.

²⁸ *Act Relative to the Achievement Gap*, Massachusetts law – workforce development services

²⁹ *Act Relative to the Achievement Gap*, Massachusetts law – financial plan for school; Also SIG Requirement B3c.

³⁰ SIG requirement B3e.

³¹ Turnaround 6, Transformation 2A

³² Turnaround 7, Transformation 2B

IV. Implementation Timeline and Benchmarks³³

The district must outline an implementation timeline and benchmarks at **each identified school** to demonstrate that it has sufficient capacity to implement the basic elements of the selected intervention model by the beginning of the grant funding and measure the progress of implementation across the up-to-three year period of the Redesign Plan. Full details should be provided for the pre-implementation period and year 1, with an outline of expected activities for years 2 and 3. Duplicate, modify, and expand the template below as needed. For the Restart model, please document the timeline for recruiting, selecting, and contracting with the CMO/EMO (Restart applicants will need to amend an approved application once the CMO/EMO to provide the final performance/partnership contract that would include implementation timelines and benchmarks consistent with this section).

Conditions for School Effectiveness	Pre-Implementation (before full implementation September 2011 of SRG grant)	Year 1	Year 2	Year 3
Effective district systems for school support and intervention				
Effective school leadership				
Professional development and structures for collaboration				
Tiered Instruction and adequate learning time				
Students' social, emotional, and health needs				
Family-school relationships				
Strategic use of resources and adequate budget authority				
Aligned curriculum				
Effective instruction				
Student assessment				

³³ SIG requirement B4.

V. Measurable Annual Goals³⁴

The district must describe ambitious-yet-attainable measurable annual goals for student achievement on the Massachusetts Comprehensive Assessment System (MCAS) tests in both English language arts and mathematics that it has established in order to monitor the performance of schools in which it will implement an intervention model. The district may also establish measurable annual goals using other assessments or in other areas of school performance to measure the success the implementation of the Redesign Plan.

When defining measurable annual goals, the district must ensure that each one addresses each of the following questions:

What will change, or	What will the result be?	[assessment tool or metric]
Who will achieve the change, or	Who will achieve result?	[person(s) or organization(s)]
How much change is expected, or	How much will the result be?	[quantity]
When* will the change be achieved, or	When* will the results occur?	[timeframe or target date]

*In most cases, these targets will be set annually, though in some cases, districts may propose target dates that occur within a year.

The district and school's performance against these measurable annual goals will be assessed by ESE to determine if sufficient progress has been made to warrant renewal of federal SRG awards and to continue implementing a Redesign Plan.

³⁴ SIG requirement B5; also *Act Relative to the Achievement Gap*, Massachusetts law –measurable annual goals

VI. Budget

Please complete the separate budget workbook.

Massachusetts State-Level Annual Measurable Objectives for Closing Proficiency Gaps

Measure: Composite Performance Index (CPI)

		2010-11	2011-12	2012-13	2013-14	2014-5	2015-16	2016-17
English Language Arts	Aggregate	87.2	88.3	89.3	90.4	91.5	92.5	93.6
	High Needs	77.0	78.9	80.8	82.8	84.7	86.6	88.5
	Students with Disabilities	68.3	70.9	73.6	76.2	78.9	81.5	84.2
	English Language Learner/Former ELL	66.2	69.0	71.8	74.7	77.5	80.3	83.1
	Low Income	77.1	79.0	80.9	82.8	84.7	86.6	88.6
	African-American/Black	77.4	79.3	81.2	83.1	84.9	86.8	88.7
	Asian	90.2	91.0	91.8	92.7	93.5	94.3	95.1
	Hispanic/Latino	74.2	76.4	78.5	80.7	82.8	85.0	87.1
	Native American	82.6	84.1	85.5	87.0	88.4	89.9	91.3
	White	90.9	91.7	92.4	93.2	93.9	94.7	95.5
Mathematics	Aggregate	79.9	81.6	83.3	84.9	86.6	88.3	90.0
	High Needs	67.1	69.8	72.6	75.3	78.1	80.8	83.6
	Students with Disabilities	57.7	61.2	64.8	68.3	71.8	75.3	78.9
	English Language Learner/Former ELL	62.0	65.2	68.3	71.5	74.7	77.8	81.0
	Low Income	67.3	70.0	72.8	75.5	78.2	80.9	83.7
	African-American/Black	65.0	67.9	70.8	73.8	76.7	79.6	82.5
	Asian	89.5	90.4	91.3	92.1	93.0	93.9	94.8
	Hispanic/Latino	64.4	67.4	70.3	73.3	76.3	79.2	82.2
	Native American	72.7	75.0	77.3	79.5	81.8	84.1	86.4
	White	84.3	85.6	86.9	88.2	89.5	90.8	92.2