**A Guide to DESE Resources for District & School Improvement**

September 2016

The MA Department of Elementary and Secondary Education has identified many resources districts can use to support their district and school improvement work. Many have been developed n collaboration with partners, including working groups of educators.

The resources are not always easier because they appear on many different pages of DESE’s website and the organization of the website does not lend itself to locating these types of resources easily.

DESE’s Office of District Review and Monitoring has pulled together this compilation of resources, organized by DESE’s District Standards (select Control/Click to jump to each section). Each resource is described briefly and its specific url identified.

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# Standard I. Leadership and Governance

* ESE’s *District Analysis and Review Tool (DART)* ([www.mass.gov/ese/dart](http://www.mass.gov/ese/dart)) is organized by the District Standards and can help district leaders see where similar districts in the state are showing progress in specific areas to identify possible best practice.
	+ - ESE’s *Statistical Reports* page (<http://www.doe.mass.edu/infoservices/reports/>) provides links to downloadable district-level reports on graduation rates, grade retention, dropout rates, educator evaluation data, enrollment, mobility, and other data.
* ESE’s *District Standards and Indicators* (<http://www.mass.gov/edu/docs/ese/accountability/district-standards-indicators.pdf>) identify the characteristics of effective districts in supporting and sustaining school improvement.
* ESE’s *Conditions for School Effectiveness* (<http://www.mass.gov/edu/docs/ese/accountability/school-effect-conditions.pdf>) identify the research-based practices that all schools, especially the state's 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.
	+ The *Conditions for School Effectiveness Self-Assessment* (<http://www.mass.gov/edu/docs/ese/accountability/school-effect-self-assessment.pdf>) is a tool for conducting a scan of current practice, identifying areas of strength, and highlighting areas requiring greater focus.
* The *Massachusetts Definition of College and Career Readiness* ([http://www.mass.edu/library/documents/2013College&CareerReadinessDefinition.pdf](http://www.mass.edu/library/documents/2013College%26CareerReadinessDefinition.pdf)) is a set of learning competencies, intellectual capacities and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces and communities; and successfully engaged citizens of a global 21st century. This could be a helpful resource as the district articulates its vision and goals.
* *Massachusetts Transfer Goals* (<http://www.doe.mass.edu/candi/model/MATransferGoals.pdf>) are long range goals that students should work toward over the course of their PK-12 academic experience. They were written to provide an explicit connection between the standards-based Model Curriculum Units and Massachusetts’ definition of College and Career Readiness. They are not recommended for use as a checklist, evaluation tool, or as an assessment tool, but they could be a helpful resource for the district as it articulates a vision and engages in long-term planning.
* ESE’s *Planning for Success* tools (<http://www.doe.mass.edu/research/success/>) support the improvement planning process by spotlighting practices, characteristics, and behaviors that support effective planning and implementation and meet existing state requirements for improvement planning.
* *Focused Planning for Accelerating Student Learning* (<http://www.mass.gov/edu/docs/ese/accountability/dsac/focused-planning.pdf>) provides guidance for Level 3 districts to accelerate achievement for all students through the development of a focused, actionable and sustainable Accelerated Improvement Plan (AIP).
	+ - *District Accelerated Improvement Planning - Guiding Principles for Effective Benchmarks* (<http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-4-guiding-principles-effective-benchmarks.pdf>) provides information about different types of benchmarks to guide and measure district improvement efforts.
* *What Makes a Goal Smarter?* (<http://www.doe.mass.edu/edeval/resources/presentations/SMARTGoals/Handout5.pdf>) is a description of SMART goals with accompanying examples. The handout was designed to support educators in developing goals as part of the educator evaluation system, but could also be a useful reference for the district as it develops or refines its DIP and SIPs.
* *Turnaround Practices in Action* (<http://www.mass.gov/edu/docs/ese/accountability/turnaround/practices-report-2014.pdf>) is a practice guide that highlights practices and strategies observed in turnaround schools that have shown significant and rapid gains in student achievement. It presents key practices for consideration as avenues to improve and sustain ongoing and future turnaround efforts.
	+ - The *Turnaround Practices in Achievement Gain Schools Video Series* (<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/support-for-level-3-4-and-5-districts-and-schools/school-and-district-turnaround/turnaround-in-massachusetts/turnaround-practices-in-achievement-gain-schools-video-.html>) highlights the work of three Achievement Gain schools referenced in the Turnaround Practices report. In these videos, the school staff and leadership tell their unique turnaround story through the lens of the four high leverage turnaround practices (leadership, intentional practices, student specific support, and climate and culture). Each video has an accompanying Viewing Guide.
		- *Time for Deeper Learning: Lessons from Five High Schools*(<http://www.timeandlearning.org/publications/time-deeper-learning>), from Mass2020, examines how schools that prioritize deeper learning are using whatever time they have available—whether through an expanded day or during a traditional school schedule—to reach their educational goals.
		- *Time for Teachers* (<http://www.timeandlearning.org/sites/default/files/resources/timeforteachers.pdf>) describes the systems and practices implemented at 17 schools to provide their teachers with more time to reflect on, develop, and hone their craft.
		- *Time Well Spent* (<http://www.timeandlearning.org/publications/timewellspent>) offers an in-depth examination of 30 expanded-time schools serving high-poverty populations with impressive track records of student success, and demonstrates how these schools leverage their additional time in order to implement other critical reforms. - See more at: http://www.timeandlearning.org/publications/timewellspent#sthash.beAlL3i6.dpuf
		- The National Center on Time and Learning’s *School Case Studies* (<http://www.timeandlearning.org/publications/school-case-studies>) describes the effective practices that schools with expanded learning time have implemented.
* *Advisory on School Governance* (<http://www.doe.mass.edu/lawsregs/advisory/cm1115gov.html>) explains state law as it applies to particular functions of school governance, and provides recommendations on the important role that each partner in this endeavor plays in advancing collaboration and school improvement.
* The *District Governance Program* (<http://www.masc.org/field-services/district-governance-project>), provided by the Massachusetts Association of School Committees, is designed to focus on continuous improvement and to build understanding of the roles and responsibilities of the school committee and the superintendent.
	+ - *Labor-Management-Community Collaboration in Springfield Public Schools* (<http://www.renniecenter.org/research/LaborMgmtCommunityCollab.pdf>) is a case study from the Rennie Center describing how a district improved collaboration, communication, and relationships among adult stakeholders with the goal of improved student achievement.
* ESE annually compiles all Massachusetts districts’ teacher collective bargaining agreements (<http://educatorcontracts.doemass.org/>; after entering database, select districts from next page). This could be a useful resource for districts that are reviewing or negotiating agreements.

# Standard II. Curriculum and Instruction

# Curriculum

* + - *Local District Common Core Implementation – Progress and Capacity Rubric* (<http://www.ccsso.org/Documents/District%20Common%20Core%20Capacity%20Rubric%20%20130910.pdf>) from the Council of Chief State School Officers (CCSSO) is a tool for districts to use to assess their progress on Common Core implementation and to identify areas of strength and improvement.
		- *Quick Reference Guide: Educator Evaluation and the MA Curriculum Frameworks* (<http://www.doe.mass.edu/edeval/resources/implementation/EdEvalandCF.pdf>) provides an overview of how the Educator Evaluation System supports implementation of the Massachusetts Curriculum Frameworks, including ways to embed the Frameworks within the 5-Step Cycle for Educator Evaluation and to incorporate them into evidence collection. An accompanying document, *Examples of Aligned Activities* (<http://www.doe.mass.edu/edeval/resources/implementation/AlignedActivities.pdf>), provides examples of activities aligned with implementation of the educator evaluation system and the Massachusetts Curriculum Frameworks.
		- ESE’s *Common Core State Standards Initiative* web page(<http://www.doe.mass.edu/candi/commoncore/>) includes links to several resources designed to support the transition to the 2011 Massachusetts Curriculum Frameworks, which incorporate the Common Core.
		- *Creating Curriculum Units at the Local Level* (<http://www.doe.mass.edu/candi/model/mcu_guide.pdf>) is a guidance document that can serve as a resource for professional study groups, as a reference for anyone wanting to engage in curriculum development, or simply as a way to gain a better understanding of the process used to develop Massachusetts’ Model Curriculum Units.
		- *Creating Model Curriculum Units* (<http://www.youtube.com/playlist?list=PLTuqmiQ9ssquWrLjKc9h5h2cSpDVZqe6t>) is a series of videos that captures the collaboration and deep thinking by curriculum design teams over the course of a year as they worked to develop Massachusetts’ Model Curriculum Units. It includes videos about developing essential questions, establishing goals, creating embedded performance assessments, designing lesson plans, selecting high-quality materials, and evaluating the curriculum unit.
		- *Model Curriculum Units* (<http://www.youtube.com/playlist?list=PLTuqmiQ9ssqvx_Yjra4nBfqQPwc4auUBu>) is a video series that shows examples of the implementation of Massachusetts’ Model Curriculum Units.
		- The *Model Curriculum Unit and Lesson Plan Template* (<http://www.doe.mass.edu/candi/model/MCUtemplate.pdf>) includes Understanding by Design elements. It could be useful for districts’ and schools’ curriculum development and revision.
		- ESE’s *Quality Review Rubrics* (<http://www.doe.mass.edu/candi/model/rubrics/>) can support the analysis and improvement of curriculum units.
		- *Curriculum Mapping: Raising the Rigor of Teaching and Learning* (<http://www.doe.mass.edu/CandI/model/maps/CurriculumMaps.pdf>) is a presentation that provides definitions of curriculum mapping, examples of model maps, and descriptions of curriculum mapping processes.
		- Sample curriculum maps (<http://www.doe.mass.edu/candi/model/maps/default.html>) were designed to assist schools and districts with making sense of students' learning experiences over time, ensuring a viable and guaranteed curriculum, establishing learning targets, and aligning curriculum to ensure a consistent implementation of the MA Frameworks.
		- *Mathematics Framework Exploration Activities* (<http://www.doe.mass.edu/candi/commoncore/mathexplore/default.html>) are a growing set of activities designed by the Department of Elementary and Secondary Education mathematics staff and educators. The activities can be accessed and used to promote discussion and collaborative inquiry.
		- The Massachusetts Science and Technology/Engineering Curriculum Framework web page (<http://www.doe.mass.edu/stem/review.html>) provides links to the current frameworks and supporting documents, including updated strand maps, crosswalks, and other guidance materials.
		- Schools and districts seeking to become familiar with the Massachusetts Science and Technology/Engineering Curriculum Frameworks and their implications for curriculum and instruction can request an ESE “science ambassador” by emailing ScienceAmbassadors@doe.mass.edu.
		- ESE’s *Writing Standards in Action* (<http://www.doe.mass.edu/candi/wsa/>) provide examples of high-quality student writing with annotations that highlight how each piece demonstrates competence in learning standards at each grade level.
		- The *World-Class Instructional Design and Assessment (WIDA) English Language Development Standards Implementation Guide (Part I)* (<http://www.doe.mass.edu/ell/wida/Guidance-p1.pdf>) provides general information about the WIDA ELD standards framework, expectations for district implementation, and available support.
		- The *World-Class Instructional Design and Assessment (WIDA) Download Library* (<http://www.wida.us/downloadLibrary.aspx>) provides resources and materials for ELL educators, including standards, guiding principles, sample items, and CAN DO descriptors.
		- *Useful WIDA ELD Standards Resources from the Download Library* (<http://www.doe.mass.edu/ell/wida/DownloadLibrary.html>) can be used as a type of recommended reading list for educators new to the WIDA ELD standards who are interested in developing a deeper understanding of the framework's components and how to apply them into classroom instruction and assessment.
		- Presentations from WIDA discussions with district leaders (<http://www.doe.mass.edu/ell/wida/2013-03MathLiaisons-ELLDirectors.pdf> and <http://www.doe.mass.edu/ell/wida/2013-01LiteracyLeaders-ELLDirectors.pdf>) provide information about developing and using Model Performance Indicators to support instruction.
		- EdReports.org (<http://www.edreports.org/>) provides free, independent reviews of K-12 education materials. The reviews focus on alignment to the Common Core and other indicators of high quality as recommended by educators.

# Instruction

* ESE’s *Learning Walkthrough Implementation Guide* (<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/tools-and-resources/district-analysis-review-and-assistance/learning-walkthrough-implementation-guide.html>) is a resource to support instructional leaders in establishing a *Learning Walkthrough* process in a school or district. It is designed to provide guidance to those working in an established culture of collaboration as well as those who are just beginning to observe classrooms and discuss teaching and learning in a focused and actionable manner. (The link above includes a presentation to introduce Learning Walkthroughs.)

Appendix 4, *Characteristics of Standards-Based Teaching and Learning: Continuum of Practice* (<http://www.mass.gov/edu/docs/ese/accountability/dart/walkthrough/continuum-practice.pdf>) is a framework that provides a common language or reference point for looking at teaching and learning.

* + - *Characteristics of an Effective Standards-Based K-12 Science and Technology/Engineering Classroom* (<http://www.doe.mass.edu/STEM/Standards-BasedClassroom.pdf>) and *Characteristics of a Standards-Based Mathematics Classroom* (<http://www.doe.mass.edu/STEM/news07/mathclass_char.pdf>) are references for instructional planning and observation, intended to support activities that advance standards-based educational practice, including formal study, dialogue and discussion, classroom observations, and other professional development activities.
		- *Connecting Math and Literature* (<http://www.doe.mass.edu/STEM/instructional.html>, bottom of web page) is a resource for K-8 teachers for creating a math library for children to connect math and literature.
* ESE’s *Calibration Video Library* (<http://www.doe.mass.edu/edeval/resources/calibration/>) is a collection of professionally created videos of classroom instruction produced by the School Improvement Network. These videos depict a range of practice (this is NOT a collection of exemplars) to support within-district calibration activities that promote a shared understanding of instructional quality and rigor.
* ESE’s *Online Calibration Training Tool* (<http://www.doe.mass.edu/edeval/resources/calibration/tool/>) uses videos of classroom instruction from ESE’s Calibration Video Library to simulate brief, unannounced observations. Groups of educators, such as a district leadership team, watch a video together and then individually assess the educator’s practice related to specific elements from the Model Classroom Teacher Rubric and provide the educator with written feedback. Through real-time data displays, the group members can then see how their conclusions compare to each other, as well educators throughout the state.
* ESE’s *"What to Look For" Observation Guides* (<http://www.doe.mass.edu/candi/observation/>) describe what observers should expect to see in a classroom at a particular grade level in a specific subject area. This includes the knowledge and skills students should be learning and using (as reflected in state learning standards) and best practices related to classroom curriculum, instruction, and assessment for each subject area. The guides are not designed to replace any evaluation system or tools districts currently use, but are a resource to help classroom observers efficiently identify what teachers and students should be experiencing in specific subjects and grade levels.

# Standard III. Assessment

* + - ESE’s *Assessment Literacy Self-Assessment and Gap Analysis Tool* (<http://www.doe.mass.edu/edeval/ddm/webinar/PartI-GapAnalysis.pdf>) is intended to support districts in understanding where their educators fit overall on a continuum of assessment literacy. After determining where the district as a whole generally falls on the continuum, districts can determine potential next steps.
		- ESE’s *District Data Team Toolkit* (<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/tools-and-resources/district-analysis-review-and-assistance/leadership-and-governance.html>) is a set of resources to help a district establish, grow, and maintain a culture of inquiry and data use through a District Data Team.
		- ESE’s *Student Growth Model* web page (<http://www.doe.mass.edu/mcas/growth/>) provides links to tutorials and documents that explain the Student Growth Model, along with research supporting the model, materials to help education leaders present the model, and links to student growth data.
		- The *Edwin Analytics* web page (<http://www.doe.mass.edu/edwin/analytics/>) includes links to a Getting Started Guide, as well as a video tutorial series.
		- *District-Determined Measures* <http://www.youtube.com/playlist?list=PLTuqmiQ9ssquEalxpfpzD6qG9zxvPWl0c>) is a series of videos featuring different aspects of the development and use of District-Determined Measures (DDMs).

# Standard IV. Human Resources and Professional Development

# Professional Development

* *The Massachusetts Standards for Professional Development* (<http://www.doe.mass.edu/pd/standards.pdf>) describe, identify, and characterize what high quality learning experiences should look like for educators.
* ESE’sMathematics Learning Community materials(<http://www.doe.mass.edu/STEM/mlc/default.html>) are designed to support job-embedded professional development for K-8 mathematics teachers. Their focus is to develop teachers' content knowledge through examining students' work in professional learning communities.
* *Classroom Connections* (<http://www.doe.mass.edu/STEM/mlc/ClassConnections/>) is a professional development (PD) curriculum that explores important mathematical content across the grade levels and provides teachers with the opportunity to examine written student work in order to identify evidence of the Standards for Mathematical Practice.
* The *Teacher Education Materials Project Database* (<http://www.te-mat.org/default.aspx>) is a website that was developed to support professional development providers as they design and implement programs for pre-service and in-service K - 12 mathematics and science teachers.
	+ - The *PLC Expansion Project* website (<http://plcexpansionproject.weebly.com/>) is designed to support schools and districts in their efforts to establish and sustain cultures that promote Professional Learning Communities.
* *PBS LearningMedia* (<http://www.pbslearningmedia.org/>) is a free digital media content library that provides relevant educational resources for PreK-12 teachers. The flexible platform includes high-quality content tied to national curriculum standards, as well as professional development courses.
* ESE’s *Professional Development Self- Assessment Guidebook* (<http://www.mass.gov/edu/docs/ese/accountability/dsac/professional-development-self-assessment-guide.pdf>) provides tools for analyzing professional development offerings’ alignment with the Massachusetts High-Quality Professional Development Standards, the Educator Evaluation Framework, and the Standards and Indicators of Effective Practice.
* *Identifying Meaningful Professional Development* (<https://youtu.be/zhuFioO8GbQ>) is a video in which educators from three Massachusetts districts discuss the importance of targeted, meaningful professional development and the ways districts can use the evaluation process to identify the most effective PD supports for all educators.

# Educator Evaluation

**Note:** There are too many educator evaluation resources to list! Please review the Ed Eval website (<http://www.doe.mass.edu/edeval/>; use the navigation menu on the left) to see if there are SPECIFIC resources (e.g., a particular Quick Reference Guide/QRG, PowerPoint, or newsletter) that are relevant to your needs.

* Educator Evaluation Implementation Surveys for Teachers (<http://www.doe.mass.edu/edeval/resources/implementation/TeachersSurvey.pdf>) and Administrators (<http://www.doe.mass.edu/edeval/resources/implementation/AdministratorsSurvey.pdf>) are designed to provide schools and districts with information about the status of their educator evaluation implementation. Information from these surveys can be used to target district resources and supports where most needed to strengthen implementation.

# Educator Preparation and Induction/Mentoring

* + - ESE’s *Educator Preparation* web page (<http://www.doe.mass.edu/edprep/>) provides information and resources related to requirements, preparation programs, and career opportunities for new MA educators.
		- The *2015 Guidelines for Induction & Mentoring Programs* (<http://www.doe.mass.edu/educators/mentor/guidelines.pdf>), published in April 2015, provides updated information for how districts can develop, implement, and refine induction and mentoring programs for educators new to the profession, the district, and/or their roles.
		- ESE’s *Induction and Mentoring* web page (<http://www.doe.mass.edu/educators/mentor/resources.html>) includes links to guidance materials and several examples of induction and mentoring strategies and programs in Massachusetts districts.
		- ESE’s *Annual Induction and Mentoring Report* web page (<http://www.doe.mass.edu/educators/mentor/reports.html>) provides guidance to support the requirement for districts to submit an annual Induction and Mentoring District Report to ESE.
		- *Collecting Stakeholder Feedback on Induction and Mentoring Programs* (<http://www.doe.mass.edu/educators/mentor/StakeholderFeedback.pdf>) is a resource for districts to use when considering components of an induction and mentoring program for which they would like to solicit stakeholder feedback.
		- The Working Group for Educator Excellence (WGEE), in partnership with ESE, compiled a list of *District Promising Practices and Tools* (<http://wgee.org/best-practices/promising-practices-by-district/>) that support seven levers of educator expertise:
	+ Recruitment, Hiring and Placement
	+ Comprehensive Induction
	+ Professional Development
	+ Supervision and Evaluation
	+ Teacher Leadership
	+ Organizational Structure
	+ Adult Professional Culture

WGEE also offers an *Electronic Clearinghouse* (<http://wgee.org/electronic-clearinghouse-with-promising-practices/>), which includes exemplars for teachers, school administrators, district leaders and evaluators that clarify particular Indicators on the Classroom Teacher Rubric from the Massachusetts Model System for Educator Evaluation.

# Standard V. Student Support

# Tiered Systems of Support

* ESE’s *Early Warning Indicator System* (<http://www.doe.mass.edu/edwin/analytics/ewis.html> ) is a tool to provide information to districts about the likelihood that their students will reach key academic goals. Districts can use the tool in conjunction with other data and sources of information to better target student supports and interventions and to examine school-level patterns over time in order to address systemic issues that may impede students’ ability to meet academic goals.
* The *Early Warning Implementation Guide* (<http://www.doe.mass.edu/edwin/analytics/2014ImplementationGuide.pdf>) provides information on how to use early warning data, including the Massachusetts Early Warning Indicator System (EWIS), to identify, diagnose, support and monitor students in grades 1-12. It offers educators an overview of EWIS and how to effectively use these data in conjunction with local data by following a six-step implementation cycle.
* The *Massachusetts Tiered System of Support (MTSS)* ([www.mass.gov/ese/mtss](http://www.mass.gov/ese/mtss)) is a blueprint for school improvement that focuses on systems, structures and supports across the district, school, and classroom to meet the academic and non-academic needs of all students. The MTSS website includes links to a self-assessment and a variety of helpful resources.
* The *Educator Effectiveness Guidebook for Inclusive Practice* (<http://www.doe.mass.edu/edeval/guidebook/>) includes tools for districts, schools, and educators that are aligned to the MA Educator Evaluation Framework and promote evidence-based best practices for inclusion following the principles of Universal Design for Learning, Positive Behavior Interventions and Supports, and Social and Emotional Learning.

# Social and Emotional Support/Discipline

* The National Center on Safe Supportive Learning Environments’ *School Climate Survey Compendia* (<http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>) is a collection of valid and reliable surveys, assessments, and scales of school climate that can assist educators in their efforts to identify and assess their conditions for learning. Additional surveys and scales are added continually.
* *Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers* (<https://www.osepideasthatwork.org/evidencebasedclassroomstrategies/>) summarizes evidence-based, positive, proactive, and responsive classroom behavior intervention and support strategies that can help teachers capitalize on instructional time and decrease disruptions.
* National Center on Safe Supportive Learning Environments (NCSSLE) webinars

 **Note:** please review the list of webinars at <http://safesupportivelearning.ed.gov/events/webinars> (click on “Archived”) to see if any are relevant to your particular needs.

* *Making the Case for the Importance of School Climate and Its Measurement* (<http://safesupportivelearning.ed.gov/events/webinar/making-case-importance-school-climate-and-its-measurement>) is a recorded webinar, along with a detailed PowerPoint presentation, that addresses: the linkages between school climate and students’ development; models of school climate; best practices in communicating the importance of school climate to stakeholders; and characteristics of good school climate measures.
* *Addressing the Root Causes of Disparities in School Discipline* (<https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline>) is an action planning guide designed to help school and district teams address disparities in school discipline.
* *School Climate Practices for Implementation and Sustainability* (<http://www.schoolclimate.org/publications/documents/SchoolClimatePracticeBriefs-2013.pdf>), from The National School Climate Center, is a set of Practice Briefs focused on improving school climate.
* The *Wraparound Replication Cookbook* (<https://sites.google.com/site/masswazcookbook/>) is a practical guide focused on improving academic performance by systematically addressing students’ social emotional and non-academic needs. It is based on the experience of several Massachusetts districts, and is organized according to the following key strategy areas:
	+ Addressing School Culture and the Social Emotional Aspects of Learning
	+ Rethinking Systems for Identifying and Addressing Academic and Social Emotional Needs
	+ Creating Focused Partnerships & Coalitions
* *Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism* (<http://www2.ed.gov/about/inits/ed/chronicabsenteeism/toolkit.pdf>) is a set of Action Guides that provide information and resources to help ensure that all young people are in school every day and benefitting from coordinated systems of support.
* *Guiding Principles: A Resource Guide for Improving School Climate and Discipline* (<http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>) highlights ways in which states and school districts can promote academic excellence by creating safe and productive learning environments for all students.
* *Safe and Healthy Learning Environments* (<http://www.doe.mass.edu/ssce/safety.html>) is a web page outlining a number of ESE programs and related resources that can help school districts and communities build safe and healthy learning environments for all students.
* The *Behavioral Health and Public Schools Framework* (<http://bhps321.org/viewframework.asp>) is a guidance document to help schools establish supportive environments with collaborative services that will enable all students – including those with behavioral health needs – to achieve at their highest potential.
* The *Massachusetts Model for Comprehensive School Counseling* (<http://www.doe.mass.edu/ssce/mscamodel.html> ) is a standards-based model for school counseling outlining how school counseling programs can support student achievement and education reform objectives.
* ESE’s *Bullying Prevention and Intervention* page (<http://www.doe.mass.edu/bullying/>) provides resources to help districts and schools to prevent and address bullying, in support of related legislation signed into law in 2010.
* *Checklist – Required Content of Bullying Prevention and Intervention Plans* (<http://www.doe.mass.edu/bullying/LocalPlan.pdf>) might be helpful for schools and districts when creating or reviewing their Plans for inclusion of all elements required by the Massachusetts General Laws, Chapter 71, section 370.

# Student Subgroups

* + ESE’s *RETELL: Extending the Learning* web page (<http://www.doe.mass.edu/retell/courses.html>) provides a registry of SEI-related courses which have been reviewed and approved by the Department's Office of English Language Acquisition and Academic Achievement. These courses provide opportunities for educators to extend their learning and practice beyond the Sheltered English Instruction (SEI) Endorsement course.
* *Four ELL Case Studies of High Performing and Improving Boston Schools* (<http://www.ccebos.org/ell_success.html>) describe key themes at schools identified for their consistent, multi-year out-performance of like schools in ELL outcomes.
* *The English Learner Tool kit for State and Local Education Agencies* (<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>) is designed to help state and local education agencies to meet their legal obligations to English language learners (ELLs) and to provide ELLs with the support needed to attain English language proficiency while meeting college- and career- readiness standards. The tool kit includes such topics as identifying English language learners, evaluating the effectiveness of programs, and supporting limited English proficient parents. Each of its 10 chapters includes: (1) explanations of the civil rights and other legal obligations to ELLs; (2) checklists that can be used as self-monitoring tools; (3) sample tools that may be used or adapted for use to aid with compliance; and (4) free online resources that provide additional relevant information and assistance.
* ***Taking Action for ELLs: Foundational Concepts* (**<https://www.wida.us/index.aspx>**; log-in required) is an online learning module designed** for educators with a beginning level of awareness of WIDA English language development. The module covers three topics:
	+ Building Awareness of Your ELLs
	+ Use of Language for Academic Purposes
	+ Integrating Content and Language

Educators are invited to use the module independently or collaboratively with colleagues.

* *Access to Learning: Assistive Technology and Accessible Instructional Materials* (<http://www.doe.mass.edu/odl/assistive/AccessToLearning.pdf>) is a guide to help schools and families explore how technologies can help students succeed. It includes state and local resources, best practices, student success stories, and other information.
* *Addressing the Needs of Students with Disabilities in the IEP and in School Bullying Prevention and Intervention Efforts* (<http://www.doe.mass.edu/bullying/considerations-bully.html>) is a resource document containing tools to assist schools and IEP Teams to prevent bullying of students with disabilities and to enable Teams to comply with special education-related provisions of the law.
* The Office for the Education of Homeless Children and Youth (<http://www.doe.mass.edu/mv/> ) works to ensure the enrollment, attendance, and opportunity to succeed in school for homeless children and youth by providing technical assistance and guidance to school districts and families and collaborating with other state agencies and community providers to support homeless families and their students.

# Family and Community Partnerships

* *Parents’ Guides to Student* *Success* (<http://pta.org/parents/content.cfm?ItemNumber=2583> ) are grade-specific guides from the National PTA (available in English and Spanish) with specific descriptions for parents of what children should be learning once Common Core standards are fully implemented, along with suggestions for helping students at home and communicating with teachers.
* *Family, School, and Community Partnership Fundamentals* (<http://www.doe.mass.edu/boe/sac/parent/FSCPfundamentals.pdf>) provide a framework for family engagement, along with a self-assessment tool.
* Title I Family Engagement materials (<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/financial-support/title-i-and-other-federal-support-programs/title-i-part-a/program-design.html>) include policies, toolkits, research, presentations, and other resources.
* ESE’s *Family and Community Involvement* web page (<http://www.doe.mass.edu/FamComm/f_involvement.html>) provides several resources, including ESE’s *Guide to Parent, Family, and Community Involvement*.
* Massachusetts Executive Office of Education’s Parent Engagement and Family Support web page (<http://www.mass.gov/edu/birth-grade-12/early-education-and-care/parent-and-family-support/>) provides links to resources for families related to education and learning, food and diet, and health and safety, as well as parent and family support publications.
* ESE’s *Special Education* web page (<http://www.doe.mass.edu/sped/>) includes links to guidance, legislation, and resources for parents of children with disabilities.
* Overview, technical assistance documents: <http://www.doe.mass.edu/sped/docs.html>
* Overview, other parent information: <http://www.doe.mass.edu/sped/parents.html>
* *Guidance for Special Education Parent Advisory Councils* (<http://www.doe.mass.edu/sped/pac/>) was created to ensure that every PAC operating in the state fully understands the capacity and potential that PACs have to collaborate with the school community to influence special education programs and policies in their school districts.

# College and Career Readiness/Alternative Education/Graduation & Dropout

* + - The Individual Learning Plan (ILP) is a student-directed, multi-year, dynamic tool that maps academic plans, personal/social growth, and career development activities while taking into account the student’s unique, self-defined interests, needs, and goals for the attainment of postsecondary success. The *Massachusetts Guide for Implementing Individual Learning Plans* (<http://www.doe.mass.edu/ccr/initiatives/>) describes the ILP tool and provides guidance related to the ILP process.
		- ESE offers several presentations related to College and Career Readiness (<http://www.doe.mass.edu/ccr/ccrta/>). Topics include the use of data, student transitions, and MassCore, among others.

**Note:** please review the list near the bottom of this web page, and identify a specific presentation(s) that is relevant to your particular need.

* + - *SCALING UP: Reform Lessons for Urban Comprehensive High Schools* (<http://www.renniecenter.org/research/ScalingUp.pdf>) synthesizes the existing research and provides examples and lessons about the implementation and efficacy of three interrelated reform elements:
			* Personalizing the learning environment;
			* Building teacher capacity; and
			* Setting and meeting high expectations for all students.
		- *Moving Ahead - Pathways to Success on the MCAS* (<http://www.doe.mass.edu/as/pathways/>) is a website designed to give students details on each of the programs and services available across the state to help guide their educational and professional pursuits.
* ESE’s *Academic Support Program Examples* web page (<http://www.doe.mass.edu/as/examples/>) provides a sampling of program products from the Collaborative Partnership for Student Success grant in addition to other documents received from the various Academic Support programs.
* The *Contextual Learning Portal* (<http://resources21.org/cl/default.asp>) is a searchable collection of contextual learning projects. Contextual learning projects engage students in academic work applied to a context related to their lives, communities, workplaces or the wider world.
* *Service-Learning (SL) Promising Practices* (<http://www.doe.mass.edu/csl/practices.aspx>) are activities, projects, strategies, and approaches that have been shown to be effective through experience and have led to positive outcomes for youth. ESE also offers a Service Learning web page (<http://www.doe.mass.edu/csl/info.html>) with several relevant resources.
* ESE’s *Alternative Education* web page (<http://www.doe.mass.edu/alted/resources.html>) provides links to resource materials and websites with information, research, and guidance for alternative education programs.
	+ - *Youth Voices - How High Schools can Respond to the Needs of Students and Help Prevent Dropouts* (<http://www.doe.mass.edu/dropout/youthfocusgroup.pdf>) is a report based on youth focus groups across the Commonwealth who shared their insight about what they liked most and least about school; why students drop out; and how schools should be improved.
* *Ninth Grade Counts* (<http://www.greatschoolspartnership.org/resources/ninth-grade-counts/>) is a resource to help high schools identify weaknesses in their ninth-grade programs, and then develop a purposeful, proactive plan to strengthen this critical educational transition. The guide is divided into three areas of focus:
	+ Strengthening the Transition into High School
	+ Strengthening the High School Transition for English Language Learners
	+ Using Summer Bridge Programs to Strengthen the High School Transition
* ESE’s *High School Exit Intervention Model Protocol* (<http://www.doe.mass.edu/dropout/2014-05ExitProtocol.pdf>) is based on statutory language, and also incorporates promising examples of existing exit protocols used by some school districts in Massachusetts and nationally. Schools and districts may choose to use this format when creating or adapting their own exit interview protocol for conducting exit intervention interviews, or develop an alternative format. The model protocol includes two main sections:
	+ Foundation for Supporting Students: Setting up school and district structures to efficiently and effectively identify and intervene with individual students.
	+ Support Process for Individual Students: Hosting an Exit Intervention Interview, creating or revising an Individual Learning Plan, and conducting an Exit Survey.
* *Dropout Prevention* (<http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf>) is a practice guide produced by the US Department of Education, the Institute of Education Sciences, and the What Works Clearinghouse. It provides specific and coherent evidence-based recommendations for use by educators addressing the challenge of reducing dropping out. Strategies presented include identifying and advocating for at-risk students, implementing programs to improve behavior and social skills, and keeping students engaged in the school environment.
	+ The *Impact of Dropping Out Student Flyer* (<http://www.doe.mass.edu/dropout/2014-05ImpactFlyer.pdf>) is a brief resource that can be shared with students and their families as part of the exit intervention process to share the potential negative impacts of dropping out of high school.
	+ The *Impact of Dropping Out Staff Resources Summary* (<http://www.doe.mass.edu/dropout/2014-05ImpactSummary.pdf>) provides a summary of research findings on the impacts of dropping out, listed by the following categories: personal income and employment, economy, crime, literacy, health, and family formation. Following the summary of findings is a listing of references.
	+ The *Alternative Education Resources and Other Academic Options Overview* (<http://www.doe.mass.edu/dropout/2014-05AlternativeOptions.pdf>) provides brief descriptions of education options available in Massachusetts, including those that are specifically designed for students who are struggling academically, who are at-risk for dropping out, or who are interested in returning to high school.

# Standard VI. Financial and Asset Management

* Education Resource Strategies: please review the list of tools at <http://www.erstrategies.org/info/tools> to see if any are relevant to your particular need.
* *Transforming School Funding: A Guide to Implementing Student-Based Budgeting* (<https://www.erstrategies.org/cms/files/2752-student-based-budgeting-guide.pdf>), from Education Resource Strategies, describes a process to help districts tie funding to specific student needs.
* ESE’s Turnaround Sustainability Toolkit (<http://www.mass.gov/edu/docs/ese/accountability/turnaround/redesign/sustainability-toolkit.zip>) contains tools, frameworks and resources designed to help district and school leaders effectively plan for sustainability of turnaround efforts. It was originally intended for schools whose School Redesign Grants are ending, but could be helpful for any school or district to consider when reallocating funds to support sustainability.
* In *Spending Money Wisely: Getting the Most from School District Budgets* (<http://dmcouncil.org/spending-money-wisely-ebook>), authors Nathan Levenson, Karla Baehr, James C. Smith, and Claire Sullivan of The District Management Council identify and discuss the top ten opportunities for districts to realign resources and free up funds to support strategic priorities. Drawing on the wisdom of leading thinkers, district leaders, and education researchers from across the country, the authors gathered a long list of opportunities for resource reallocation. To distill these down to the ten most high-impact opportunities, each opportunity was assessed based on its financial benefit, its impact on student achievement, its political feasibility, and its likelihood of success relative to the complexity of implementation.
* *Smarter School Spending for Student Success* (<http://smarterschoolspending.org/home>) provides free processes and tools to help districts use their resources to improve student achievement.
* *At-A-Glance Community Reports* (<http://www.mass.gov/dor/local-officials/dls-newsroom/employee-contacts/dls/at-a-glance-community-reports.html>) are community-specific overviews of key data from the Department of Revenue, including socioeconomic data, cherry sheet data, tax revenue information, and other data.
* ESE’s *Chapter 70 Program* web page (<http://www.doe.mass.edu/finance/chapter70/>) provides information, resources, and updates about the Chapter 70 program.
* *End-of-Year Financial Report* information can be found at <http://www.doe.mass.edu/finance/accounting/eoy/>.
* *Primer on Levy Limits/Proposition 2 ½* (<http://www.mass.gov/dor/docs/dls/publ/misc/levylimits.pdf>) is a guide from the Department of Revenue website designed to explain the basic provisions of Proposition 2 ½. The Primer focuses in particular on those aspects of the law that have been found to cause the most confusion, for example: the ways in which Proposition 2 ½ limits the property tax, how the levy limit is calculated, how an override differs from a debt exclusion or capital outlay expenditure exclusion, and how new growth works.
* *Per-Pupil Expenditure Reports* (<http://www.doe.mass.edu/finance/statistics/ppx.html>) is a report series that provides summary and detail per pupil spending data for each school district.
* ESE’s *School Finance Statistical Comparisons* web page (<http://www.doe.mass.edu/finance/statistics/>) provides comparisons of per-pupil expenditure, long-term enrollment, teacher salaries, and special education direct expenditure trends.
* ESE’s webpage on school finance laws and regulations (<http://www.doe.mass.edu/lawsregs/603cmr10.html?section=04>) provides a list of municipal payments commonly made on behalf of school districts.
* ESE’s *School Building Issues* web page (<http://www.doe.mass.edu/finance/sbuilding/>) includes funding opportunities, guidelines, and resources related to school buildings.
* The Rennie Center’s *Smart* *School Budgeting* (<http://www.renniecenter.org/topics/smart_school_budgeting.html>) is a summary of existing resources on school finance, budgeting, and real­location.
* *Best Practices in School District Budgeting* (<http://www.gfoa.org/best-practices-school-district-budgeting>) outlines steps to developing a budget that best aligns resources with student achievement goals. Each step includes a link to a specific resource document with relevant principles and policies to consider.
* *Planning Guide for Maintaining School Facilities* (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003347>), from the National Center for Education Statistics, is intended to help school districts plan for efficient and effective operations. It addresses various topics, including conducting a facilities audit, planning and evaluating maintenance, and managing staff and contractors.
* *The Massachusetts School Checklist* (<http://www.mass.gov/eohhs/gov/departments/dph/programs/environmental-health/exposure-topics/iaq/iaq-methods/the-mass-school-checklist.html>) is a list of the most important environmental health and safety issues for schools to address. It includes regulations and industry standards/guidelines related to elements on the checklist, as well as additional resources.
* The Green Ribbon Schools Award honors schools that are exemplary in reducing environmental impact and costs, improving the health and wellness of students and staff, and delivering effective environmental and sustainability education. The district might find several related resources useful, including Massachusetts’ *Green Ribbon Schools Award Resource Guide* (<http://www.doe.mass.edu/finance/sbuilding/GreenRibbon/ResourcesGuide.pdf>) and the US Department of Education’s *Green Strides* resource list (<http://www2.ed.gov/about/inits/ed/green-strides/resources.html>).
* MassEnergyInsight (<https://www.massenergyinsight.net/home>) is a free, web-based tool made available by the Massachusetts Department of Energy Resources as part of the Massachusetts Green Communities Program. The tool is designed to help communities learn about and monitor energy use and related costs, plan energy efficiency programs, and communicate this information.