



## NH Turnaround Indicators

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### Overview

The **NH Turnaround Indicators** serve as the framework for the self-assessment of current practices for Title I Priority and Focus Schools. The Indistar system provides an online workspace for storing documentation of the school's assessment findings and action plans. The web-based system allows coaches working in or with Title I Priority and Focus schools to track progress and to provide constructive feedback to foster valuable results.

The **Turnaround Indicators** are sorted into three levels:

- **KEY** indicators represent the most comprehensive, essential practices aligned with each Turnaround Principle.
- **CORE** indicators include the **KEY** indicators and represent the next tier of essential practices.
- **CHOICE** indicators include a wide array of practices that, when woven together within a coherent plan, represent a comprehensive approach to ensuring strong school performance.

Priority Schools examine all **CORE** indicators during the course of their yearlong self-assessment and planning process. To demonstrate implementation of each of the ESEA Turnaround Principles, Priority Schools will develop a plan for each of the **KEY** Turnaround Indicators.

Focus Schools identify and assess selected indicators (**KEY**, **CORE** or **CHOICE**) based on an analysis of those most likely to lead to the greatest improvements for the students facing the greatest challenges. Focus Schools will design a plan for implementing indicator ID10 by October 15. This indicator states:

*The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.*

The plan for Indicator **ID10** will include a sequence of tasks for examining each of the Turnaround Principles and developing plans to address those displaying strong promise of improving outcomes for all students.

In consultation with the school coach (an internal or external facilitator), Title I Priority and Focus schools will review existing operating plans (SINI, SIG, Focused Monitoring, etc.) in light of a deep analysis of school performance data to narrow the focus and target critical practices. School teams may select from the library of **CHOICE Turnaround Indicators** that are either part of their current plan or, if new to Indistar, most closely linked to the organizational or operational gaps revealed in the deep data analysis. Monthly progress reports completed and submitted in the online Indistar *Dashboard* provide a history of the school team's work.

## New Hampshire / Steps to Success

# Key Turnaround Indicators

### Turnaround Principle 1: Provide strong leadership - Ensuring Strong Leaders

NH101 KEY The school leader participates in the Principal Leadership Network. (3394)

### Turnaround Principle 2: Ensuring that teachers are effective and able to improve instruction - Staff Evaluation and Professional Development

NH201 KEY The school participates in the Educator Effectiveness NH Network. (3395)

### Turnaround Principle 3: Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration. - Increased Learning Time

NH301 KEY The school participates in the NH Network for Expanded Learning Time. (3396)

### Turnaround Principle 4: Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. - Defining challenging learning goals

NH401 KEY The school participates in the RTI Multi-Tiered System of Support Network to align curriculum to the NH CCRS. (3397)

### Turnaround Principle 4: Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. - Classroom Climate

NH402 KEY All teachers use effective and evidence-based instructional strategies. (3400)

### Turnaround Principle 5: Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data. - Use of Data

ID10 KEY The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (3061)

### Turnaround Principle 6: Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. - School and Classroom Culture

NH601 KEY The school participates in the NH Culture and Climate Network. (3398)

### Turnaround Principle 7: Providing ongoing mechanisms for family and community engagement. - Defining the purpose, policies, and practices of a school community

IVA01 KEY Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. (3069)

## New Hampshire / Steps to Success

# Core Turnaround Indicators

### Turnaround Principle 1: Provide strong leadership - Ensuring Strong Leaders

NH101 KEY The school leader participates in the Principal Leadership Network. (3394)

### Turnaround Principle 1: Provide strong leadership - Effective Leadership: Organizational structure

ID08 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)

### Turnaround Principle 1: Provide strong leadership - Effective Leadership: Principal's role

IE06 The principal keeps a focus on instructional improvement and student learning outcomes. (57)

IE07 The principal monitors curriculum and classroom instruction regularly. (58)

### Turnaround Principle 2: Ensuring that teachers are effective and able to improve instruction - Staff Evaluation and Professional Development

NH201 KEY The school participates in the Educator Effectiveness NH Network. (3395)

### Turnaround Principle 2: Ensuring that teachers are effective and able to improve instruction - Ensuring High Quality Staff - Professional Development

IF12 The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)

### Turnaround Principle 2: Ensuring that teachers are effective and able to improve instruction - Ensuring High Quality Staff - Recruitment, Evaluation, Reward, and Replacement

IG04 The school communicates clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (2885)

### Turnaround Principle 3: Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration. - Increased Learning Time

ID12 Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (3402)

IVD04 The school ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (3057)

IVD05 The school monitors progress of the extended learning time programs and strategies

being implemented, and uses data to inform modifications. (3058)

NH301 KEY The school participates in the NH Network for Expanded Learning Time. (3396)

**Turnaround Principle 4: Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. - Aligning instruction with standards and benchmarks**

IIA02 Units of instruction include standards-based objectives and criteria for mastery. (89)

IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)

IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

**Turnaround Principle 4: Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. - Defining challenging learning goals**

NH401 KEY The school participates in the RTI Multi-Tiered System of Support Network to align curriculum to the NH CCRS. (3397)

IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)

**Turnaround Principle 4: Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. - Classroom Climate**

NH402 KEY All teachers use effective and evidence-based instructional strategies. (3400)

**Turnaround Principle 5: Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data. - Use of Data**

ID10 KEY The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (3061)

IID03 The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)

IID04 Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction. (103)

IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to target students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (3404)

**Turnaround Principle 6: Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. - School and**

### Classroom Culture

- IIIC01 All school staff demonstrate an understanding of community cultures, customs, and values and model a respect for them. (3052)
- IIIC02 All teachers acquire an understanding of each student's background and interests and use a variety of strategies increase motivation to learn. (3405)
- IIIC03 All teachers include social and emotional learning objectives in their instructional plans and model, teach and reinforce social emotional competencies. (3406)
- IIIC11 All teachers display classroom rules and procedures in the classroom and positively reinforce them. (3407)
- NH601 KEY The school participates in the NH Culture and Climate Network. (3398)

#### **Turnaround Principle 7: Providing ongoing mechanisms for family and community engagement. - Defining the purpose, policies, and practices of a school community**

- IVA01 KEY Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. (3069)
- IVA02 The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students. (3077)
- IVA03 The school's Parent (Family) Involvement Policy includes a vision statement about the importance of family-school partnership in a school community. (3070)

#### **Turnaround Principle 7: Providing ongoing mechanisms for family and community engagement. - Providing two-way school-home communication linked to learning**

- IVA08 Professional development programs for teachers include assistance in working effectively with parents (families and communities). (3074)

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## New Hampshire / Steps to Success

### Choice Turnaround Indicators

#### Turnaround Principle 1: Provide strong leadership - Ensuring Strong Leaders

- C1 The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (1639)
- C6 The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (1644)
- C8 The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers. (3409)

#### Turnaround Principle 1: Provide strong leadership - Effective Leadership: Organizational structure

- ID01 A team structure is officially incorporated into the school governance policy. (36)
- ID02 Teams that include family and community members are representative of the demographics of the student population. (3060)
- ID03 All teams have written statements of purpose and by-laws for their operation. (37)
- ID04 All teams operate with work plans for the year and specific work products to produce. (38)
- ID05 All teams prepare agendas for their meetings. (39)
- ID06 All teams maintain official minutes of their meetings. (40)
- ID07 The principal maintains a file of the agendas, work products, and minutes of all teams. (41)
- ID09 The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
- ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)

#### Turnaround Principle 1: Provide strong leadership - Effective Leadership: Principal's role

- IE05 The principal participates actively with the school's teams. (56)
- IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)
- IE09 The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)
- IE10 The principal celebrates individual, team, and school successes, especially related to student learning outcomes, and shares the celebration and outcomes with families and community members. (3062)
- IE13 The principal offers frequent opportunities for staff and parents (families, community members and community organizations) to voice constructive critique of the school's progress and suggestions for improvement. (3063)
- IE14 The principal provides timely, clear, constructive feedback to teachers. (1676)

#### Turnaround Principle 2: Ensuring that teachers are effective and able to improve instruction - Staff Evaluation and Professional Development

- IG01 The school operates with a system of procedures and protocols for recruiting, evaluating,

- rewarding, and replacing staff. (2882)
- IG06 The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)
- IF04 Professional development for teachers includes non-evaluative observations by peers related to indicators of effective teaching and classroom management. (3082)

**Turnaround Principle 2: Ensuring that teachers are effective and able to improve instruction - Ensuring High Quality Staff - Professional Development**

- IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)
- IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)
- IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)
- IF06 Teachers are required to make individual professional development plans based on classroom observations. (70)
- IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)
- IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)
- IF09 Teacher evaluation examines the same indicators used in professional development. (73)
- IF10 The principal plans opportunities for teachers to share their strengths with other teachers. (74)
- IF11 Professional development is aligned with identified needs based on staff evaluation and student performance. (2879)
- IF13 The school offers an induction program to support new teachers in their first years of teaching. (2881)

**Turnaround Principle 2: Ensuring that teachers are effective and able to improve instruction - Ensuring High Quality Staff - Recruitment, Evaluation, Reward, and Replacement**

- IG02 The school provides non-monetary staff incentives for performance. (2883)
- IG03 The school provides several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (2884)
- IG07 The principal includes evaluation of student outcomes in teacher evaluation. (1672)

**Turnaround Principle 3: Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration. - Increased Learning Time**

- IVD02 The school provides opportunities for members of the school community to meet for purposes related to students' learning. (2887)
- IVD03 The school creates and sustains partnerships to support extended learning. (3056)

**Turnaround Principle 4: Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. - Aligning instruction with standards and benchmarks**

- IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

- IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)
- IIC01 Units of instruction include specific learning activities accessible for all students that are aligned to state standards. (3585)

**Turnaround Principle 4: Strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. - Defining challenging learning goals**

- IIIA07 All teachers differentiate assignments (individualize instruction) to build on existing student capacities as revealed on pre-tests and other methods of assessment. (3587)
- IIB03 Unit pre-test and post-test results administered to all students are reviewed by the Instructional Team to set challenging but achievable learning goals. (3586)

**Turnaround Principle 4: Strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. - Planning and preparing for instruction**

- IIIA02 All teachers develop daily lesson plans based on aligned units of instruction. (3083)
- IIIA05 All teachers regularly assess student’s mastery of specific learning objectives. (3588)
- IIIA09 All teachers clearly state the learning intention and success criteria that describe student mastery. (3589)
- IIIA10 All teachers stimulate interest in the topics. (119)

**Turnaround Principle 4: Strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. - Activating Learning**

- IIIA11 All teachers activate prior knowledge taking into account the variation in cultural contexts of students, as well as differences in their prior interest and experiences. (3590)
- IIIA12 All teachers use examples to help students see the steps toward mastery. (3591)
- IIIA13 All teachers explain directly and thoroughly. (122)
- IIIA17 All teachers re-teach as often as necessary to help students meet the learning intentions. (3592)
- IIIA20 All teachers summarize key concepts. (129)
- IIIA22 All teachers use open-ended questioning and expect higher-order thinking. (3593)
- IIIA26 All teachers provide feedback that encourages students to check their own progress toward the lesson’s or unit’s learning intentions. (3594)
- IIIA31 All teachers hold high expectations that all students can reach valuable learning goals. (3595)

**Turnaround Principle 4: Strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. - Classroom Climate**

- IIIA33 All teachers maintain positive relationships with students. (3596)
- IIIA35 Students are engaged in and actively participating in learning activities. (3597)

**Turnaround Principle 4: Strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. - Communicating Progress**

- IIIB01 All teachers maintain a file of communication with parents (families), using multiple methods of contact including phone calls, emails, letters home, home visits, etc. (3066)
- IIIB06 All teachers systematically report to parents (families) the student's mastery of specific standards-based objectives (in plain language that allows for understanding). (3076)

**Turnaround Principle 5: Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data. - Use of Data**

- IID01 The school tests every student annually with the same standardized test in basic subject areas so that each student's year-to-year progress can be tracked. (99)
- IID02 Teachers receive timely reports of results from standardized and objectives-based tests. (101)
- IID05 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)
- IID06 The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups). (3067)
- IID07 The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level). (3068)
- IID09 Instructional Teams use student learning data to plan instruction. (107)
- IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)

**Turnaround Principle 6: Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. - School and Classroom Culture**

- IIIC05 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)
- IIIC06 Transitions between instructional modes are brief and orderly. (157)
- IIIC07 Students raise hands or otherwise signal before speaking. (159)
- IIIC08 All teachers use a variety of instructional modes. (160)
- IIIC09 All teachers maintain well-organized student learning materials in the classroom. (161)
- IIIC10 All teachers display completed student work in the classroom. (162)
- IIIC13 All teachers reinforce school and classroom rules and procedures by positively teaching them. (3408)
- IIIC14 All teachers engage all students (e.g., encourage silent students to participate). (167)

**Turnaround Principle 7: Providing ongoing mechanisms for family and community engagement. - Defining the purpose, policies, and practices of a school community**

- IVA04 The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3071)

**Turnaround Principle 7: Providing ongoing mechanisms for family and community engagement. - Providing two-way school-home communication linked to learning**

- IVA05 The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (3075)

IVA07 The school's website has a parent (family) section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how families may post items. (3073)

**Turnaround Principle 7: Providing ongoing mechanisms for family and community engagement. - Educating parents to support their children's learning and teachers to work with parents**

IVA09 The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children. (3078)

IVA10 The school provides parents (families) with practical guidance to establish a quiet place for children's studying at home and consistent discipline for studying at home. (3079)

IVA11 The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home. (3080)

IVA12 The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors. (3081)

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