



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS

# Mass Insight, The Turnaround Group & IDOE

## A Brief Overview

# Mass Insight

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- **2001-2007:** Visited high performing schools across Massachusetts to identify specific strategies that were driving the success.
- **2007:** Released *The Turnaround Challenge*, a report which highlights the immediate need to turnaround the nation's lowest performing schools. The report presents a roadmap to turnaround, based on the research conducted from 2001-2007.
- **2009:** Created the School Turnaround Group with the mission of bringing *The Turnaround Challenge* into practice. Developed a framework based on their research called the "Readiness Model."



# How do high-performing, high-poverty schools do it?

## High-poverty, High performing Readiness Model

1. Safety, Discipline & Engagement

2. Action against Adversity

3. Close Student-Adult Relationships

*readiness to  
LEARN*

*readiness to  
TEACH*

4. Share Responsibility for Achievement

5. Personalization of Instruction

6. Professional Teaching Culture

*readiness to  
ACT*

7. Resource Authority

8. Resource Ingenuity

9. Agility in the Face of Turbulence



# Key Domains of Learning

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- 1) Acknowledging and fostering **students'**  
***Readiness to Learn***
- 2) Enhancing and focusing **staff's**  
***Readiness to Teach***
- 3) Expanding **teachers' and administrators'**  
***Readiness to Act*** in dramatically different  
ways than traditional schools



# 3 Domains & 9 Characteristics

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## 1: Acknowledge and foster students'

### *Readiness to Learn*

- Safety, discipline and engagement: Students feel secure and inspired to learn
- Action against adversity: School directly addresses poverty-driven challenges
- Close student-adult relationships: Students have positive and enduring mentor/teacher relationships



## 2: Enhance and focus staff's

### *Readiness to Teach*

- *Shared responsibility for achievement*: Staff feel deep accountability for student achievement
- *Personalization of instruction*: Individualized teaching based on student assessment
- *Professional teaching culture*: Collaboration and job-embedded learning



### 3: Expand teachers' and administrators'

#### *Readiness to Act*

- Resource authority: School leaders make mission-driven decisions about people, time, money, programs.
- Resource ingenuity: Leaders are adept at securing additional resources, leveraging relationships.
- Agility in the face of turbulence: Leaders, teachers, systems are flexible and inventive in responding to constant unrest.



# Mass Insight & IDOE

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- IDOE has partnered with Mass Insight and The Turnaround Group to help support Indiana's lowest performing schools.
- Mass Insight's framework for High Performing, High Poverty Schools has been adopted as a guide for our states turnaround work.
- IDOE has taken the HP, HP Framework and developed a rubric to track the performance of the states lowest performing schools.





# School Quality Review Rubric

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- The School Quality Review Rubric was developed by the Office of School Improvement and Turnaround as a tool for Indiana schools and districts to gauge the performance of their schools.
- IDOE also uses this resource to evaluate school performance in order to inform PL 221 accountability decisions.
- [School Quality Review.pdf](#)

