Massachusetts spotlight schools:
High-poverty schools that are raising the bar

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*With special acknowledgment to the
ERN Massachusetts team*

I. EXECUTIVE SUMMARY

The relationship between poverty and academic achievement is undeniable. It is widely acknowledged that students from low-income backgrounds often face significant barriers to accessing quality education, and these challenges have **only been exacerbated** by the disruptions brought about by the COVID-19 pandemic. Demography does not, however, always have to equal destiny. Despite systemic inequities, there are shining examples of schools with high percentages of students from low income backgrounds that have achieved remarkable success in either student proficiency, student growth, or both.

This report aims to showcase that strong academic achievement is attainable even within Massachusetts's highest poverty schools. By examining the strategies and practices implemented by these "spotlight" schools via surveys and interviews with school leaders, we seek to uncover what has worked to achieve these positive academic outcomes. Out of the 327 elementary and middle schools in Massachusetts falling within the highest poverty quartile, we highlight the 25 schools that have achieved above-average proficiency rates or demonstrated significant growth in math and/or ELA in the 2023 MCAS assessment.

While there is no singular formula for fostering academic excellence, the leaders of these spotlight schools in Massachusetts shared five common themes:

- **High Academic and Behavioral Expectations:** High academic and behavioral expectations cultivate a learning environment where all students and educators strive to do their best.
- **Data-Driven Decision-Making:** Data informs and guides work to monitor student progress, identify students for interventions, make instructional changes, and drive professional development.
- **Tiered Academic and Attendance Supports:** Tiered supports provide students with both the personalized attention they need to consistently come to school and the scaffolded instruction necessary for academic growth.
- **Professional Development and Coaching:** Ongoing professional development and coaching enable educators to translate best practices into effective classroom instruction.
- **Family/Community Engagement:** Strong partnerships with families through school events and personalized communication foster a collaborative and supportive environment that enhances student success and reduces chronic absenteeism.

II. DATA ANALYSIS

Proficiency Rates

The connection between school poverty and academic proficiency is significant as evidenced by the high correlations in both math (r = -0.85) and ELA (r = -0.87). The graphs below demonstrate that the vast majority of high-poverty schools in Massachusetts have proficiency rates below 50%, while all but a small percentage of low-poverty schools have proficiency rates above 50%. Still, for the quartile of schools with the highest poverty rates, there is wide variability in academic proficiency – ranging from 0% to 67% in math and from 0% to 58% in ELA.

Comparing Math Proficiency Rates in Low and High Poverty Schools
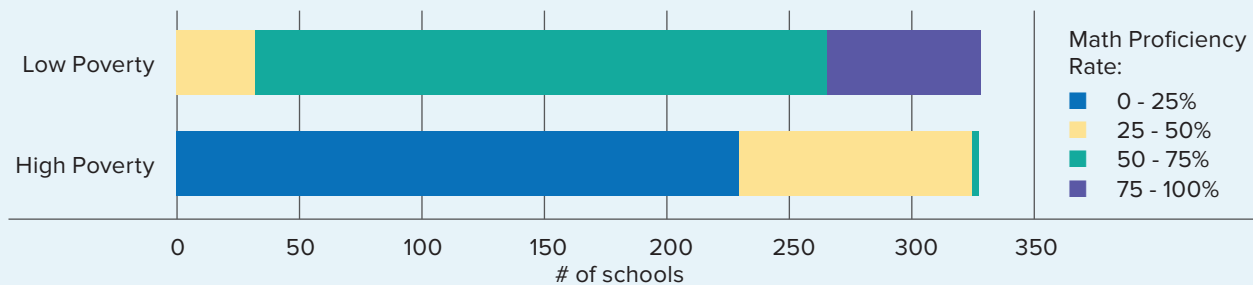
Comparing ELA Proficiency Rates in Low and High Poverty Schools
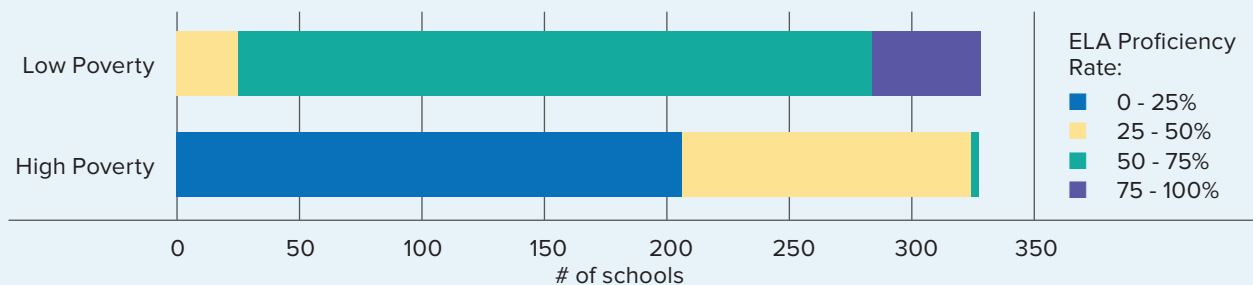
To be clear, this data suggests that there are blatant systemic deficiencies in Massachusetts, as in virtually every state, that deny students in high-poverty communities access to the highest-quality education. Actions must be taken both within and outside of schools to ensure that these problems are remedied and that students across the state can thrive academically regardless of their socioeconomic status. Nonetheless, the success stories we highlight in this series indicate that there are school-level decisions that can significantly improve student outcomes.

Academic Growth

The connection between school poverty and growth is significantly smaller than that for proficiency. We found a moderate negative correlation between school poverty and academic growth from 2019-2023 but a much smaller correlation for growth from 2022-2023. This indicates that high-poverty schools in Massachusetts faced greater losses than did lower poverty schools over the course of the pandemic, but recovery post-pandemic hardly correlated with poverty levels at all. These findings align with a national analysis from The New York Times, which found that during the pandemic, "test scores fell most in poor districts...but once schools reopened, the pace of recovery was similar across districts."

III. IDENTIFYING AND ASSESSING SPOTLIGHT SCHOOLS

In sum, we identified a list of 25 high-poverty elementary and middle schools that demonstrated high academic proficiency or significant academic growth according to the 2023 MCAS assessment[1]. We define high-poverty schools as those where the number of students receiving free or reduced price lunch is in the fourth quartile (>66.3%) for the state of Massachusetts.

These 25 schools represent a diverse variety of school models, demographics, size, and geographies. We identified 6 charter schools, 18 traditional public schools, and 1 magnet school[2] across 15 districts.

Nineteen schools were identified for their high proficiency rates. Of these:
- 13 schools had above-average math proficiency rates (>41.4%);
- 12 schools had above-average ELA proficiency rates (>42.7%);
- 6 schools had above-average proficiency rates in both subjects.

Twelve schools were identified for their significant growth – meaning they demonstrated growth of at least 5 mean scale points in math and/or ELA since 2019[3]. Of these:
- 11 schools demonstrated significant growth in math;
- 3 schools demonstrated significant growth in ELA;
- 2 schools demonstrated significant growth in both subjects;

Note that 6 schools were recognized for both significant growth and high proficiency rates.

We're proud to celebrate the achievements of these 25 identified schools. However, these benchmarks still leave much room to grow. While each spotlight school excelled in growth or proficiency in at least

Springfield Prep

one subject, most struggled in the areas for which they weren't identified. Furthermore, although it was not an easy task to improve student outcomes in the midst of a pandemic, a 5-point increase in assessment scores over the course of three years is still a markedly low benchmark. Most schools lost significant ground during the course of the pandemic, and only 8 schools in the entire state of Massachusetts increased assessment scores by more than 10 points, so slow growth across the state was a highly limiting factor in identifying our spotlight schools. Schools must strive for faster progress in the coming years to ensure that all of their students achieve fundamental math and literacy skills.

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1   MCAS is the Massachusetts Comprehensive Assessment System, Massachusetts' statewide summative assessment.
2   Chestnut TAG is a gifted and talented school in the Springfield Empowerment Zone. The school has entrance criteria that includes an examination of assessment scores, but it still meets our criteria of serving a high percentage of students from low-income backgrounds while maintaining high proficiency rates.
3   The MCAS assessment has a 120-point scale, so a 5-point increase represents about 4 percentage-points of growth.

IV. UNDERSTANDING STRATEGIES FOR SUCCESS

To understand the policies and programs that have driven academic outcomes, we disseminated a survey (See Appendix B) and conducted follow-up interviews with the principals and executive directors of our spotlight schools. We identified the following themes and levers for success.

High Academic and Behavioral Expectations

High Academic Expectations

Our spotlight leaders consistently reiterated the importance of upholding high expectations for all students and educators — aligning with a growing body of post-pandemic evidence that suggests that expectations can significantly impact student achievement.

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Principal Medeiros of Brooks Elementary in New Bedford shared:

The strategies that we have implemented that have driven positive student outcomes have definitely been the high expectations that we hold our students and staff to… **The mindset is not just going to be that 80% of students will learn. We have changed those mindsets to be that 100% of our students will grow…** Our goals are really ambitious, and I know a lot of the teachers at first had a lot of pushback because they thought they'd never meet them. But we made great progress throughout the year."

These high expectations should be clear and prominent for everyone who is involved in the learning process. Principal Spence shared that at Taylor Elementary:

"We have really high expectations for everyone. It's not just teachers having high expectations for their students, but also me having high expectations for my teachers and then parents also having high expectations for their children as well."

Consistent Behavioral Expectations

Beyond having high academic expectations for all students, eight of our eleven spotlight principals reported using Positive Behavioral Interventions and Supports (PBIS) as a tool to maintain and enforce consistent behavioral expectations for all students.

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For example, Executive Director Montero shared that these expectations are universal throughout every corner of Libertas Academy in Springfield:

We have a bar of excellence that we expect in our classrooms and then a system of behavioral management that we expect teachers to execute consistently with the flexibility to still lead authentically and within your persona as an educator… [T]here are clear non-negotiables and we expect that X behavior leads to X consequence, both positive and negative… So we codify it, we define it, then we teach all members of our community around those expectations."

Personalized Instruction at Springfield Prep

Executive Director Spirer elaborated on how Springfield Prep's school wide behavior and incentive system has helped cultivate safety and consistency throughout the school day:

> I think it really gives students a sense of safety and predictability and consistency that **when they leave their class to go to their PE class or move from one grade level to the next or go from lunch back into their class, the expectations for how they treat each other and how they behave are the same. The language we use is the same. The system for supporting them in making good choices throughout the day is the same."**

These reflections align with consistent evidence that clear and consistent behavioral expectations help create a positive and productive school climate, and PBIS is linked to reduced behavioral disruptions, reduced disciplinary infractions, and improved assessment scores.

Data-Driven Decision-Making

All of our spotlight leaders emphasized the importance of developing strong data systems and feedback mechanisms – including both long- and short-term data as well as both academic and non-academic data – to drive continuous decision-making across their schools. This is consistent with what we saw in Spotlight Schools in Colorado and aligns with research from the Department of Education's What Works Clearinghouse, which emphasizes the importance of leveraging student data to support decision-making.

Levers for Success:
- ✔ Interim assessments and regular data cycles
- ✔ Data-driven identification of students for intervention
- ✔ Data-driven professional development and coaching decisions
- ✔ Data-driven adjustments during classroom instruction

According to Executive Director Spirer at Springfield Prep, this "obsession with data" is absolutely essential:

> "Not in the spirit of turning our students into data points, but in terms of understanding where we can improve and evolve. So we have always used a data-driven cycle for instruction, and we also tend to use data for really everything, whether it's for finances, for student attendance, or for student behavior issues. We have a cycle of figuring out what we need to know, collecting data on that, and then trying to make improvements over time."

Professional Development at Springfield Prep

Data Cycles

Honing in on academic data cycles, our spotlight leaders were aligned in regularly monitoring through-year assessment data to adjust instruction, determine interventions, inform professional development, and provide targeted coaching for educators.

> For example, at Libertas Academy, Executive Director Montero shared:
>
> We use MCAS data at the beginning of the year as part of the student onboarding experience in August." From there, "for every single student, we set both a math and a reading growth goal for the end of the year outside of the standardized test, measured and monitored by benchmark assessments three times a year… **those interim assessments allow us to pause in the middle of the year, review the data, reflect on where we're on track, and when we are off track, being able to aggressively intervene to move the needle."**
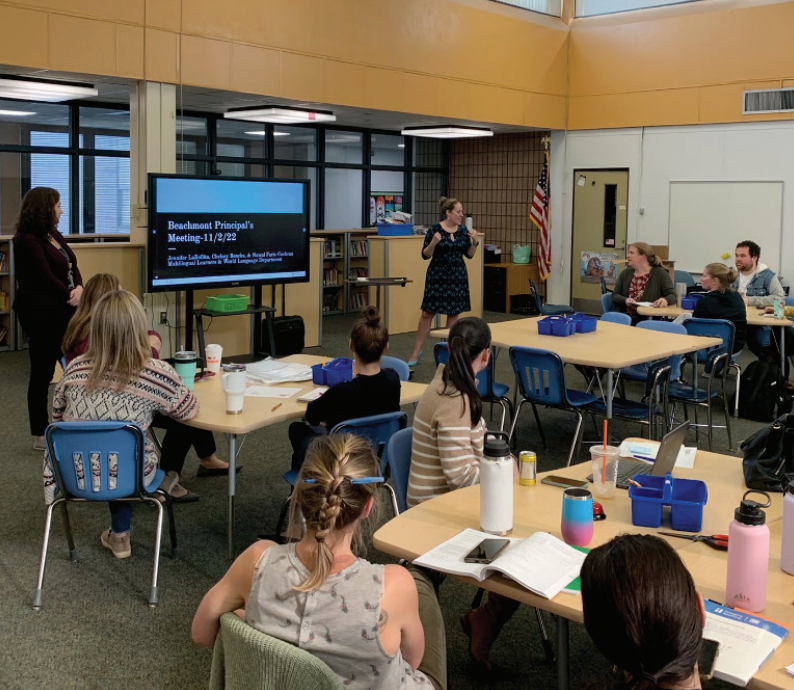
Note that this contrasts sharply with claims by critics of the MCAS that the data is not useful in informing instruction.

> At Brooks Elementary, data is leveraged as a common thread to align educators, students, and families in pursuit of academic growth:
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> **Staff and Administration meet weekly to analyze data results from various forms of assessments, and across various curricular/subject areas to identify strengths, areas for growth, students needing remediation, students needing enrichment and plan for intervention groups accordingly based on that data…** Students are aware of their data and identified goals, which also includes the "plan of action" to progress students to meet those outcomes. These same plans of action are communicated to families in order to partner with them to continue their learning at home."

Professional Development at Beachmont Veterans Memorial School

At Conservatory Lab Charter in Boston, "academic data is used to identify students for interventions, move students in and out of support groups, and monitor student progress." In particular, Executive Director Mack described "tight intervention cycles:"

"We use the previous year's June data to start the first round of interventions during the second week of school. All the interventions for the most struggling students use research-based tools and are run by our most trained staff…. Then we do five intervention cycles across the course of the year, where our administrative team does the review of our data to identify the kids that should go into the different interventions."

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At Taylor Elementary in New Bedford, Principal Spence shared that data is used not only for intervening at the student level but also for accountability purposes at the teacher level:

Accountability is huge.…not to point fingers, but to be able to see what we did and make adjustments to instruction when needed… Every six weeks we meet with the teachers and we do data reviews. We look at progress monitoring, we look at work that they're doing in the classroom and we see what's working and what's not. And the teachers are accountable for that."
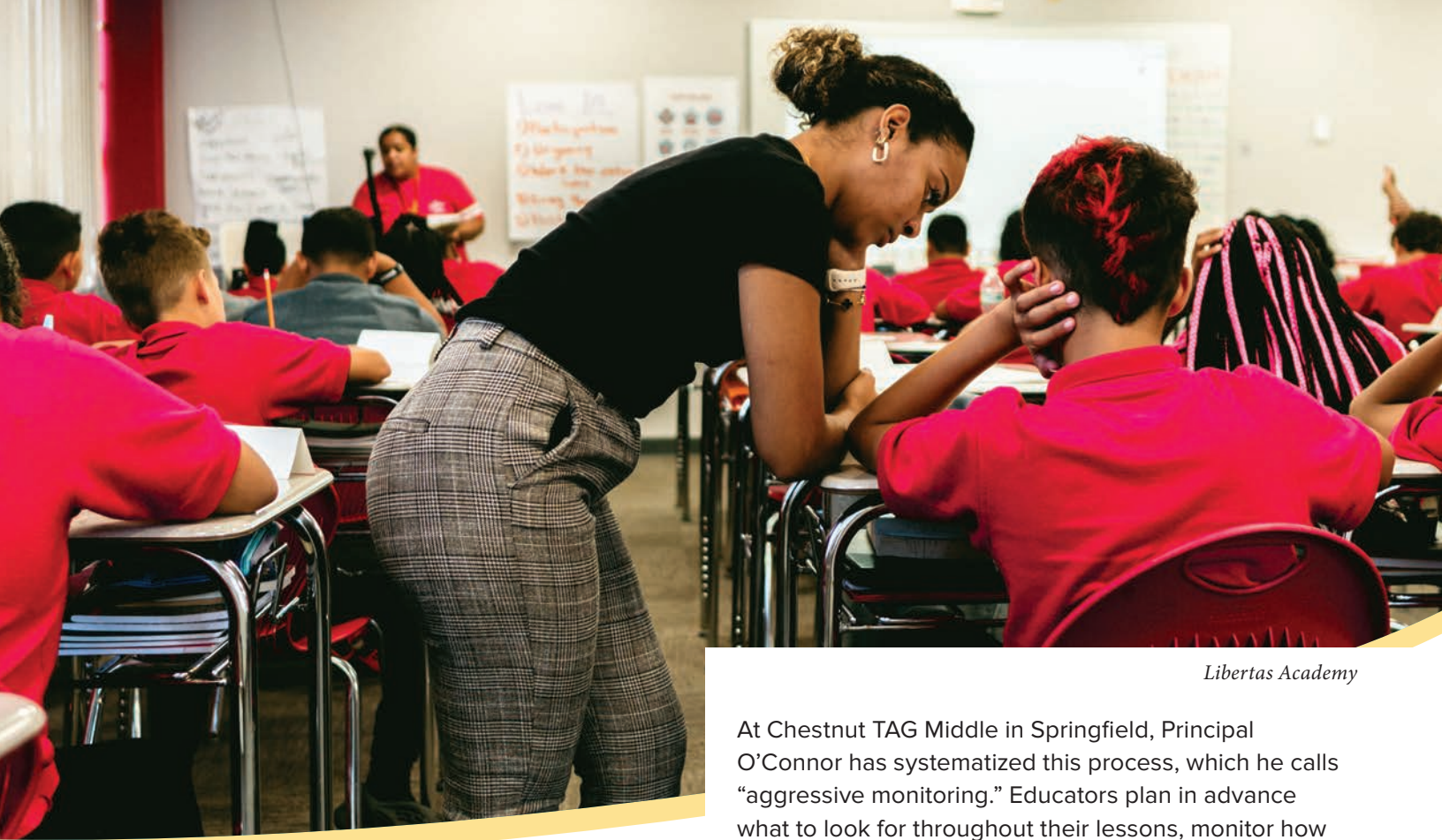
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Beyond interim academic assessments, some schools have also systematized efforts to improve non-academic elements of their schools. For example, at Conservatory Lab Charter:

Culture and behavior data is monitored to identify Tier 2 and Tier 3 students for additional check-ins, weekly success planning sessions, behavior plans, and family meetings."

In addition, several schools have leveraged the point-based aspects of PBIS to serve as another set of data to drive decision-making. For example, Principal Medeiros shared that at Brooks Elementary:

"We're constantly collecting that [PBIS] data to see what trends we are seeing with students, and developing professional development from there. So we have reached out to our central office team members to come and help us provide certain SEL topics of what we're seeing our need for our building is."

Daily Data-Driven Instruction
In addition to administrators leading cycles of data reviews, many of our spotlight leaders also reflected on how teachers build data into their daily instructional practices.

> At Beachmont Veterans Memorial School in Revere, Principal Freisen explained:
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> Whether it's exit tickets and gaining formative assessment that way, or temperature gauges or surveys or quizzes… I think that that is a part of everybody's practice. But the challenge for those that go above and beyond is to use that information to make changes to their instruction… **If you realize that only 3% of your class mastered that skill, are you going to go on the next day? No. Something needs to be tweaked and changed.**

At Chestnut TAG Middle in Springfield, Principal O'Connor has systematized this process, which he calls "aggressive monitoring." Educators plan in advance what to look for throughout their lessons, monitor how students are doing in their individual and group work, and make adjustments to their instruction in real-time.

Principal Houle described a similar practice at Southbridge Middle:

> "There's a whole-group piece and then kids are released into practice, but the teacher is actually walking around with an answer key in their hands and they're looking for different trends in work. Sometimes they're stopping in the moment to give the kid feedback, but other times they'll do a whole lap around the whole room, chart the error or the trend that they're seeing, pause everybody, give them a hand up at the top of the classroom and then send them back into work so they could fix it on their own."

At both Southbridge and Chestnut TAG Middle Schools, teachers are able to use their co-planning time and **PLCs** to anticipate the errors they expect to see in practice work and prepare a sort of "playbook" for how to respond. Aggressive monitoring allows teachers to "catch difficulties in the middle of the lesson and then make a mid-course correction."

Tiered Academic and Attendance Supports

All 11 survey respondents reported that Response to Intervention (RTI) was very or extremely important to their schools' success. RTI is a **data-driven framework** that provides tiered supports across three levels of student need:

- *Primary prevention* aimed at meeting the needs of most students within a school
- *Secondary prevention* that provides targeted, evidence-based interventions for struggling students
- *Tertiary prevention* that provides individualized interventions for students who need additional intensive support

How important were each of the following interventions in helping your school generate impressive growth and/or proficiency rates on the MCAS assessment?

Intervention	# of respondents
Response to Intervention	11
Small Group Instruction	9
Family Engagement	7
High impact Tutoring	4
Extended School Days/Years	4
Summer learning	3
Mentorship Programs	3
Virtual Tutoring	0
Unified Improvement Plan	0

# of respondents who rated "very important" or "extremely important"
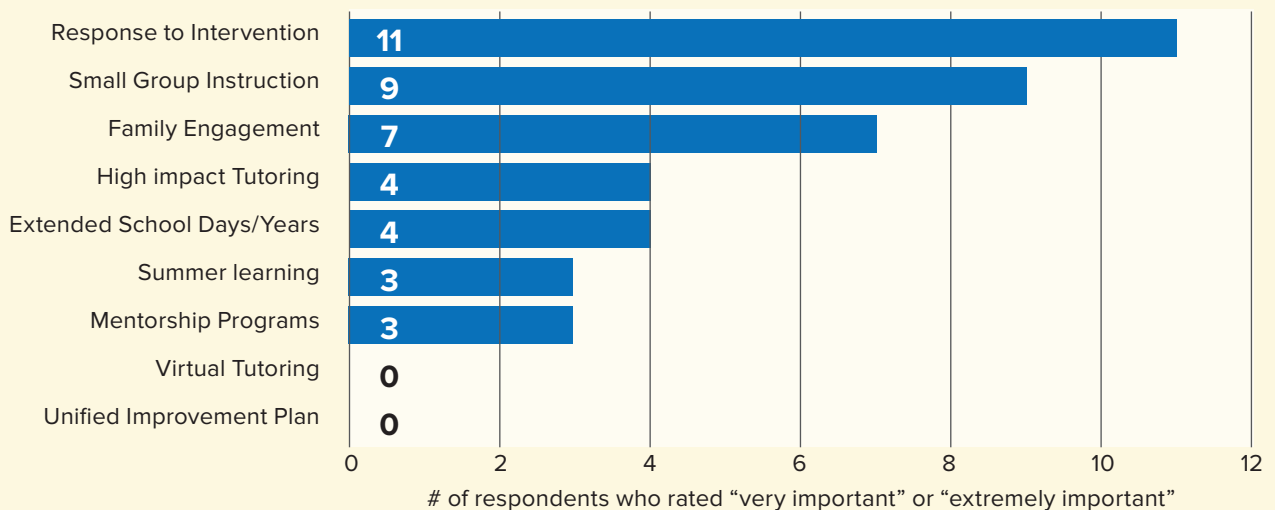
Tiered Academic Supports

High-quality instructional materials are the foundation of primary prevention and serve as a critical lever for success among many of our spotlight schools. Further, ensuring fidelity in the implementation of these curricula is just as important as the materials themselves.

Levers for Success:

- ✔ Standards-aligned, grade-level instruction
- ✔ High-quality instructional materials
- ✔ Data-informed small-group instruction
- ✔ Push-in model for Tier 2 supports
- ✔ Individualized Tier 3 supports for students with extreme circumstances

At Chestnut TAG Middle, Principal O'Connor underscored this commitment through the use of structured lesson planning templates:

> **Anybody who thinks their teachers can write good lesson plans, they're wrong, they're not vetted, they're not scrutinized, they're not aligned. Those days for me are long over. We should be using curricula that's been vetted and seen and practiced."**
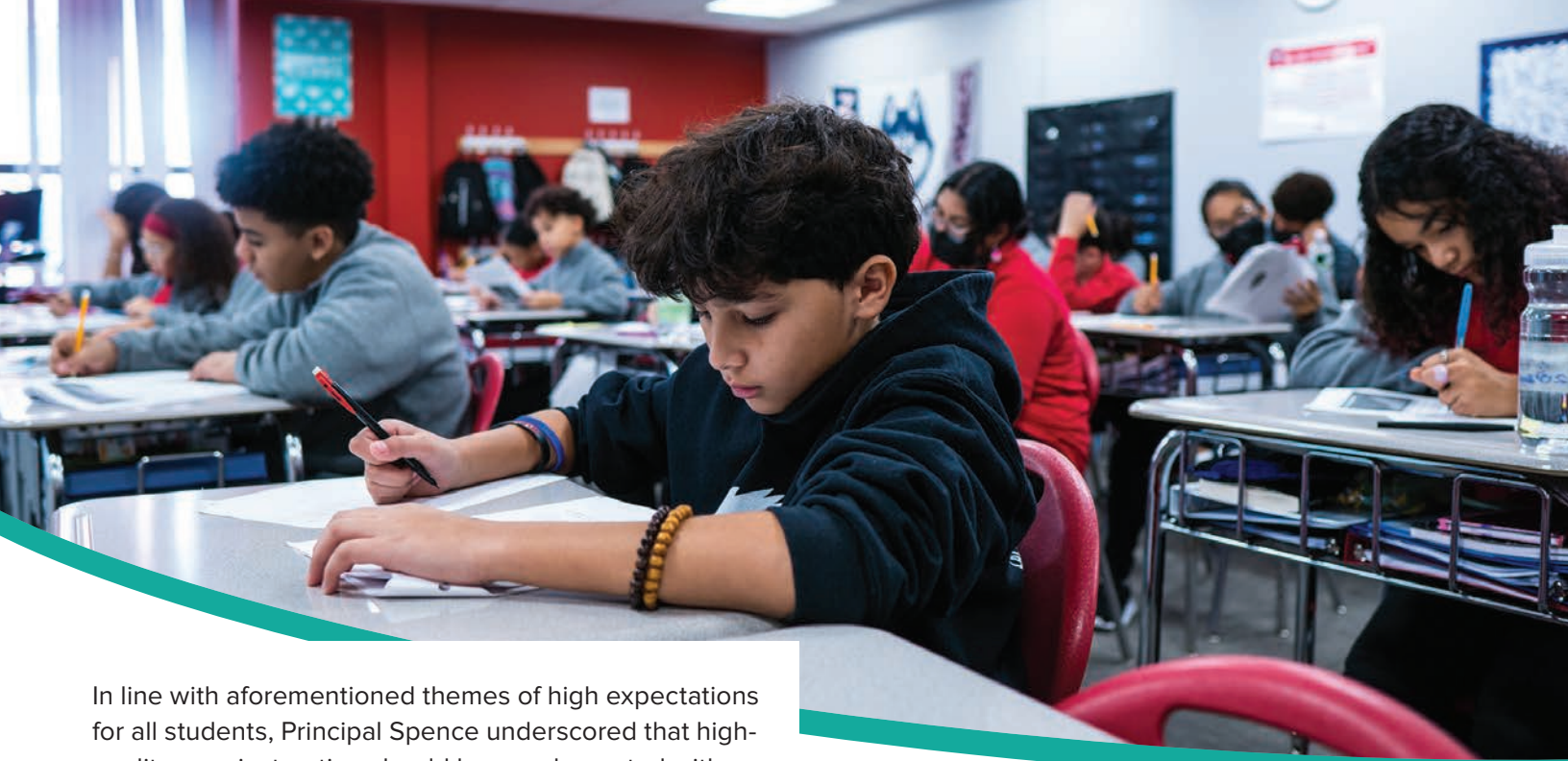
In line with aforementioned themes of high expectations for all students, Principal Spence underscored that high-quality core instruction should be supplemented with differentiated supports so that all students can meet grade-level standards:

"We teach grade level standards and make all students be successful in that. And whether we're providing differentiation or providing different scaffolds for them, whatever it is to make them successful in reaching the goal to their own level. So we make sure there's equity, but always keep those grade level standards in the forefront."

To provide personalized instruction, nine survey respondents reported that small group instruction is very or extremely important, and four respondents reported that High Impact Tutoring is of similar importance. Specifically, many spotlight leaders implemented daily "WIN" Time **("What I Need" Time)**. At Taylor Elementary:

"Every six weeks, when we dive into the data at our data meetings, we break students up according to the data. And we divide them up with our classroom teacher, interventionist, special education teachers, and ESL teachers. They meet with them for a half an hour a day, which is really short but really meaningful, and they work specifically in targeted instruction for what those students need."

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In order to bring this vision to life, Principal Freisen took an innovative approach to staffing by hiring two new EL teachers and three additional "interventionists" at Beachmont Veterans Memorial School:

With the onboarding of new interventionists, we are better able to target students' unique needs and provide daily small group instruction."

By intentionally scheduling an intervention block for all students to receive personalized instruction, schools are able to foster a culture of high expectations and provide grade-level instruction to all students for the bulk of the day. At Brooks Elementary:

"We've created a school-wide instructional schedule where all students have access to grade level, Tier 1 Core instruction, and receive additional Tier 2 services during built in MATH and ELA WIN Block groups only… Not having students pulled during Core Instruction has been a game changer in student outcomes."
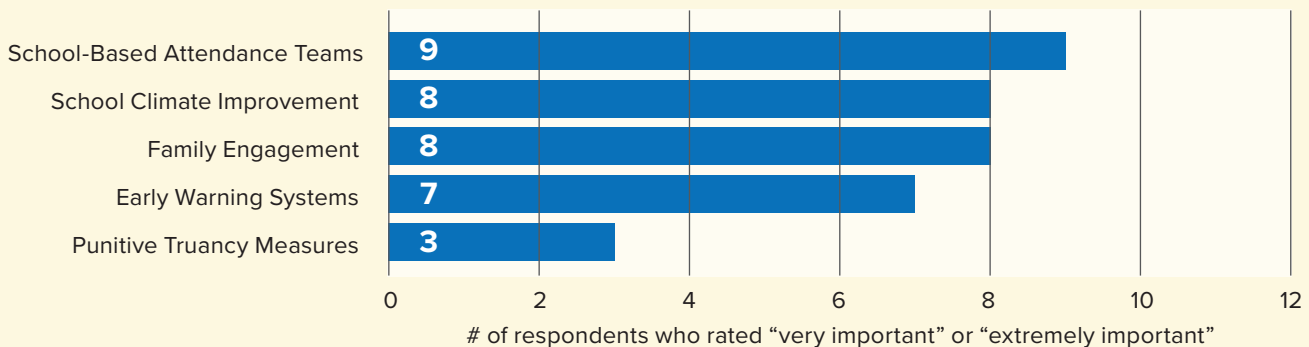
Parent-Teacher Meeting at Springfield Prep

Tiered Attendance Supports

While RTI emerged as a framework for academic and behavioral interventions, some of our spotlight leaders also described a multi-tiered approach to boosting attendance.

To what extent did you implement the following programs and policies to reduce chronic absenteeism?

Program	# of respondents
School-Based Attendance Teams	9
School Climate Improvement	8
Family Engagement	8
Early Warning Systems	7
Punitive Truancy Measures	3

# of respondents who rated "very important" or "extremely important"

Levers for Success:

✔ School climate improvement

✔ Attendance teams with regular family communication

✔ Attendance trophies

✔ Attendance buddies

For most spotlight schools, Tier 1 attendance supports include improving school climate, hosting family engagement events, and assembling attendance teams to call home when any student is absent. Three schools also reported implementing some form of attendance trophies, where classrooms with the highest attendance in each grade are publicly recognized and celebrated:

"They're very proud of the fact that they have this trophy for a month. It sounds silly and it sounds so small, but to them, it's really meaningful."

As a Tier 2 support, two schools reported implementing "attendance buddies" or "attendance champions," where staff members volunteer to form individual relationships with students and their families who are struggling with consistent attendance. This aligns with research that finds students who regularly meet with mentors to be **52% less likely** to skip a day of school.

Finally, when both Tier 1 and Tier 2 interventions aren't sufficient, some students require individualized Tier 3 supports, where principals and/or counselors work directly with students and their families to fix the root causes of their absences.
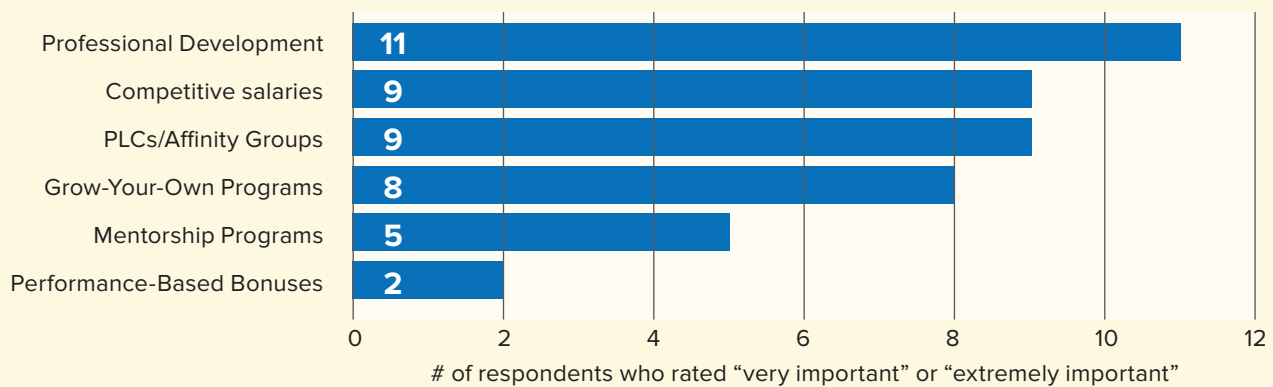
Professional Development and Teacher Support

Professional development (PD) was a recurring theme throughout the surveys and interviews, as principals stressed the significance of ongoing professional learning for teachers. Many principals also shared that coaches play an essential role in helping teachers to translate PD into the classroom to improve instruction.

Data – including annual assessments, interim assessments, disciplinary rates, PBIS points, and school climate surveys – are leveraged to drive professional development, coaching, and further targeted support when necessary.

Professional Development at Springfield Prep

How important were each of the following in your efforts to attract, retain, and support high-quality educators?

Category	Value
Professional Development	11
Competitive salaries	9
PLCs/Affinity Groups	9
Grow-Your-Own Programs	8
Mentorship Programs	5
Performance-Based Bonuses	2

# of respondents who rated "very important" or "extremely important"

Levers for Success:

✔ Data-driven professional development

✔ Targeted coaching

✔ Professional learning communities (PLCs) and co-planning time

> For example, at Southbridge Middle:
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> All admin push into all classrooms to give coaching feedback – sometimes live coaching, sometimes communication afterwards. **We make sure that the vision that we're working on and planning when kids are not in front of us is actually being implemented when kids are in front of us."**

As part of this effort, Principal Houle has implemented "inquiry group time," which serves as weekly PD where educators focus on a problem of practice, watch film of each other, and brainstorm how to improve their instruction. Houle shared that this time has been a significant testament of the trust that educators and administrators at her school have cultivated, as most teachers feel comfortable being filmed and viewing the experience as an opportunity to grow together.

Springfield Prep

Executive Director Montero shared that **coaches** can also spend significant time in targeted classrooms at the beginning of the year to ensure that all students have access to quality instruction regardless of the strength or experience of their teachers:

"We added supports, particularly for more novice teachers or teachers that struggle the most with classroom culture, so that their gaps aren't the reason why those classrooms aren't strong. So as teachers build their skills, we are coaching them, but we're also putting the supports and the people power in place to ensure that their classroom is strong."

In addition to professional development, many principals also reported that co-planning hours and PLCs help support educators and promote consistency across each grade level. For example, at Southbridge Middle:

Twice a week there's math common planning time where the grade level math teachers get together to discuss their lessons, so our teachers are really in lockstep, they're doing the same thing. It doesn't matter which room you go into."

Principal O'Connor also implemented a robust anti-racist PD framework to "address racist systemic issues in our system and in our own school and in our own selves." This work was then infused throughout Chestnut TAG's teacher workforce:

80% to 90% of my staff are folks of color, and that includes my leaders and my teachers…. **Talking about disrupting systemic racism within our schools starts with hiring people that our kids see themselves in. It's a big part of our success."**

Family Workshare at Beachmont Veterans Memorial School

Family Engagement

Levers for Success:

✔ Attendance teams to drive regular communication with families

✔ Parent committees

✔ Family engagement events

Many principals underscored the importance of building partnerships with families and engaging the broader community in school initiatives. They discussed many strategies for involving families in their children's education – including regular communication, family events, and parent workshops – to promote a shared responsibility for student success. These strategies are particularly important in reducing chronic absenteeism.

Most principals reported having clear personnel or attendance teams responsible for reviewing attendance data every morning and making calls or even home visits when students are absent. For example, at Southbridge Middle, Principal Houle said,

We have really prolific attendance teams, so we're constantly tracking who's in the building and who's not in the building and why they aren't in the building and what we can do to get them in the building. Because being in the building is step one to being able to close gaps for students."

Nonetheless, it's essential that schools build relationships with families before school absences build up or other problems escalate. Executive Director Spirer shared that at Springfield Prep, they engage families through frequent communication and a number of family engagement opportunities, such as parent committee meetings, volunteering, chaperoning, and cultural events:

"We try to make sure that parents have as many opportunities as possible to interact with school, because that has a direct impact on how they feel when they get that call about attendance. If we have to have a hard conversation, we've already built a relationship based on trust and mutual respect."

This aligns with research that links family engagement to stronger attendance records, higher standardized test scores, and improved academic outcomes across the board.

Libertas Academy

V. CONCLUSION

Although the ties between school poverty and academic performance are strong, they are by no means unbreakable. The 25 "spotlight schools" highlighted in this report demonstrate the potential for academic growth and excellence within Massachusetts's highest poverty schools. We examined the strategies and initiatives that have driven success and identified the following five principles:

- A framework of **high academic and behavioral expectations** sets the stage for all students to learn and thrive;

- **Data serves as an essential tool for decision-making,** from driving long-term strategies to targeted interventions to daily instructional adjustments;

- **Response-to-intervention provides an invaluable framework** for both academics and attendance so that all students can access the personalized supports they need to thrive in the classroom;

- **Ongoing professional development and coaching** helps educators of all experience levels to translate best practices into effective instruction; and

- **Engaging families** through regular communication and community-building events lays the groundwork for collaborative efforts to better support students' learning and wellbeing.

While there is no one-size-fits-all approach to academic excellence, the success stories highlighted in this report demonstrate that there are common practices that lead to better outcomes and that significant improvements are possible even in the face of adversity. By adopting these core principles and tailoring them to their unique contexts, schools across Massachusetts — and across the nation — can strive towards fostering academic success for all students.

APPENDIX A: FULL TABLE OF SPOTLIGHT SCHOOLS

Professional Development at Springfield Prep

APPENDIX B: SURVEY QUESTIONS

Likert-Scale Questions

Questions asked respondents to rank choices on a 5-point scale from "not at all important" to "very important"

1. Despite facing the unique challenges of a high-poverty school navigating pandemic-era learning, your school was able to generate impressive growth and/or proficiency rates on the annual summative assessment. How important were each of the following interventions in helping your school generate such remarkable outcomes?

   a. Summer learning programs
   b. High impact tutoring
   c. Virtual tutoring/homework help
   d. Response to intervention (RTI)
   e. Mentorship programs
   f. Family engagement
   g. Extended school days/years
   h. Interventionists/Small-group instruction specialists
   i. Unified improvement plan

2. How important were each of the following in your efforts to attract, retain, and support high-quality educators?

   a. Competitive salaries
   b. Grow-your-own programs
   c. Professional development
   d. Mentorship programs
   e. Performance-based awards and bonuses
   f. Professional learning communities (PLCs)/Affinity groups

3. How important were each of the following professional development topics or approaches in boosting educator effectiveness?

   a. Classroom management techniques
   b. Instructional strategies
   c. Data and assessment practices
   d. Content-specific training (e.g. science of reading)
   e. Technology
   f. Culturally responsive teaching
   g. Social-emotional learning
   h. Peer observation

Family Engagement at Springfield Prep

4. To what extent did you implement the following programs and policies to reduce chronic absenteeism?

   a. Early warning systems
   b. School-based attendance teams
   c. Family engagement
   d. School climate improvement
   e. Punitive truancy measures

5. To what extent did you implement the following programs and policies to support whole-child development and well-being?

   a. Social-emotional learning (SEL)
   b. School counseling and mental health services
   c. Partnerships with community-based organizations to provide services such as healthcare, counseling, housing, or financial assistance
   d. Restorative justice or conflict resolution
   e. Positive behavior interventions and supports (PBIS)

Short Answer Questions

1. What strategies or initiatives have you implemented that have driven positive student outcomes?
2. How do you use data to monitor and improve student outcomes?
3. How do you foster a positive and inclusive school culture that supports the academic and social-emotional development of students from low income backgrounds?
4. Is there anything else you'd like to share with us?