

KEY CHARACTERISTICS OF HIGH-PERFORMING, HIGH-POVERTY SCHOOLS

Readiness to Learn

- 1. Safety, Discipline, and Engagement:** Students feel secure and inspired to learn
- 2. Action Against Adversity:** Schools directly address their students' poverty-driven deficits
- 3. Close Student-Adult Relationships:** Students have positive and enduring mentor/teacher Relationships

Readiness to Teach

- 4. Shared Responsibility for Achievement:** Staff feels deep accountability and a missionary zeal for student achievement
- 5. Personalization of Instruction:** Individualized teaching based on diagnostic assessment and adjustable time on task
- 6. Professional Teaching Culture:** Continuous improvement through collaboration and job embedded Learning

Readiness to Act

- 7. Resource Authority:** School leaders can make mission-driven decisions regarding people, time, money, and program
- 8. Resource Ingenuity:** Leaders are adept at securing additional resources and leveraging partner relationships
- 9. Agility in the Face of Turbulence:** Leaders, teachers, and systems are flexible and inventive in responding to constant unrest

Source: *The Turnaround Challenge: Why America's Best Opportunity to Dramatically Improve Student Achievement Lies in Our Worst-performing Schools*, Mass Insight Education and Research Institute, available online at www.massinsight.org/resourcefiles/TheTurnaroundChallenge_2007.pdf.