**Suggested Local Data Sources about Students**

**Turnaround Practice 1: Leadership, shared responsibility, and professional collaboration**

| **Topic** | **Possible ESE / Edwin Source** | **Possible Local Data Source** |
| --- | --- | --- |
| Administrative Data about the Student Population | School / District Profiles* Students tab
* DART tool – Enrollment trends

Edwin* Mobility Trends Aggregate
* Mobility Trends Detail

Attendance Data District (EI301) / School (EI401) | * Year to date Attendance data
 |
| Demographic Data | School / District Profiles* Students tab
* DART tool – Enrollment trends by subgroup

Edwin* Demographics

SIMS Cube | * Updates (since October 1) Enrollment by Race/Ethnicity or Gender (Non SIF districts)

Updates (since October 1) Enrollment by Special Populations (student subgroups)(Non SIF districts) |
| Evidence of school leadership making strategic use of resources (staff, budget, schedule) to implement improvement initiatives | School / District Profiles* Teachers and Finance tabs

Edwin* SEI endorsement reports (EL711, EL712, EL 811, and EL812)
* [Out of Field Teacher Assignments (SE821)](https://gateway.edu.state.ma.us/EdwinAnalytics/cgi-bin/cognosisapi.dll?cv.header=false&b_action=cognosViewer&ui.action=run&ui.object=%2fcontent%2ffolder%5b%40name%3d%27Edwin%20Analytics%27%5d%2ffolder%5b%40name%3d%27K-12%20MA%20Restricted%27%5d%2freport%5b%40name%3d%27SE821%20Out%20of%20Field%20Teacher%20Assignments%27%5d&ui.name=SE821%20Out%20of%20Field%20Teacher%20Assignments&run.outputFormat=&run.prompt=true)
* [Student Learning Experience](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html) reports (SE321, SE322)
* Core Academic Area Professional Development Needs (ED204)
* Staff by Federal Funding Source (ED206)
* Class Count by District and Program (ED208)
* Staff by Length of Service Cube View (ED209)
* Educator Evaluation Rating District Summary (EV319)
 | * Current year class size data
* Current year staffing data by program and job title
* Building and class schedules
* Copies of present and past year budgets
 |

**Turnaround Practice 2: Intentional practices for improving instruction**

| **Topic** | **Possible ESE/Edwin Data Source** | **Possible Local Data Source** |
| --- | --- | --- |
| Evidence of program/curriculum effectiveness | ACCESS Reports* [ACCESS for ELLs District & School Summary (EL327)](https://gateway.edu.state.ma.us/EdwinAnalytics/cgi-bin/cognosisapi.dll?cv.header=false&b_action=cognosViewer&ui.action=run&ui.object=%2fcontent%2ffolder%5b%40name%3d%27Edwin%20Analytics%27%5d%2ffolder%5b%40name%3d%27K-12%20MA%27%5d%2freport%5b%40name%3d%27EL327%20ACCESS%20for%20ELLs%20District%20%26%20School%20Summary%27%5d&ui.name=EL327%20ACCESS%20for%20ELLs%20District%20%26%20School%20Summary&run.outputFormat=&run.prompt=true)
* [ACCESS for ELLs Student Roster (EL627)](https://gateway.edu.state.ma.us/EdwinAnalytics/cgi-bin/cognosisapi.dll?cv.header=false&b_action=cognosViewer&ui.action=run&ui.object=%2fcontent%2ffolder%5b%40name%3d%27Edwin%20Analytics%27%5d%2ffolder%5b%40name%3d%27K-12%20Student%27%5d%2freport%5b%40name%3d%27EL627%20ACCESS%20for%20ELLs%20Student%20Roster%27%5d&ui.name=EL627%20ACCESS%20for%20ELLs%20Student%20Roster&run.outputFormat=&run.prompt=true)

School / Grade level MCAS reports* MCAS Detailed School Achievement Distribution (PE408)
* MCAS Results by Achievement Level: School, District and State Comparison District (PE303)/ School (PE403)
* MCAS Achievement Distribution by Year District (PE305)/ School (PE405)
* MCAS Achievement and Growth District (GR301)/ School (GR401)
* MCAS Growth Distribution District (GR302)/ School (GR402)

School/Grade Level Standards reports* MCAS Results by Standards District (CU306)/ School (CU406)
* MCAS Test Item Analysis Summary District (IT301)/ School (IT401)

MCAS Test Item Analysis Graph District (IT302)/ School (IT402) | School/Grade Level Benchmark test data |
| Evidence of teacher effectiveness |  | * Classroom Chapter/Unit Test data

Observation/Summative Evaluation data |
| Evidence of Student Engagement |  | Running data on observed student engagement “look-for’s” as determined by a learning walkthrough or classroom observation instrument. |

**Turnaround Practice 3: Student specific supports and instruction to all students**

| **Topic** | **Possible School ESE Source** | **Possible Local Data Source** |
| --- | --- | --- |
| Data about equity of instruction  | * Subgroup Reports
* MCAS Results by Subgroup District (PE304) / School (PE404)
* EWIS Subgroup Analysis (EW318)
* (Future) Student Learning Experience Report (in development)
* EWIS District View (EW301)
* EWIS Graphical View (EW302)

EWIS Risk Level Indicator Analysis (EW317) |  |
| Evidence that appropriate interventions are evidence based, consistently applied, and effective |  | Progress Monitoring data from classroom and specialist teachers showing student progress toward intervention goals. |
| Evidence that supports for special populations are evidence based, and effective | * SPED/ELL subgroup reports and data on the School/District Profiles

Students with Disabilities* Students with IEPs Comparison (SP323)

English Language Learners* ELL Longitudinal Outcomes (EL324)
* ACCESS ACCESS for ELLs District & School Summary (EL327)

Coming soon: ACCESS reports with individual student benchmark information - progress toward proficiency targets, SGPA, difficulty index for the next target | * Documentation of progress toward IEP goals

Examples of student work (re. Language acquisition or progress toward goals) from ELL Specialist/Coordinator, SPED teachers, support personnel, and classroom teacher. |

**Turnaround Practice 4: School culture and climate**

| **Topic** |  | **Possible Local Data Source** |
| --- | --- | --- |
| Disciplinary / Behavioral data | * Disciplinary Removal Analysis (SD320)
* Retentions by Grade District (EI307) / School (EI407)
* Summary of Suspensions District (EI308) / School (EI408)
* In-School Suspensions (EI310)
* Out-of-School Suspensions (EI311)

Restraint data <http://www.doe.mass.edu/sped/docs.html>  | * Suspension reports, office referral data (disaggregated by indicators such as race, gender, and membership in a subgroup)
* Evidence of systemized mediation and policy of coherent and gradual escalation of interventions.
* Copies of support specialists case logs showing reduction in targeted student behaviors.

Evidence of progress monitoring of the intervention or supports provided and resultant adjustments made when appropriate. |