**Suggested Local Data Sources about Students**

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

| **Topic** | **Possible ESE / Edwin Source** | **Possible Local Data Source** |
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| 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** |
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| 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** |
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| 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** |
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| 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. |