**Suggested Local Data Sources Aligned to the Turnaround Practices**

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

| **Topic** | **Possible Local Data Source** |
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| Evidence of school leadership making strategic use of resources (staff, budget, schedule) to implement improvement initiatives | * Data about teachers working within the programs they are certified for. * Ed Eval data (aggregate) showing relative percentages of teachers rated Exemplary and Proficient. * Data about budget resource allocation to school and district identified priorities. * Teacher/student ratios within Gen Ed, SPED, and ELL inclusion and separate classrooms. |
| Evidence of vertical, grade level, and content specific collaborative teams.  Teams have ability to make and act on decisions. | * Master calendars reflecting regularly scheduled collaborative team meetings. Evidence that this is made public to all. * Copies of collaborative team agendas and minutes with action items noted and outcomes documented. * Evidence of key findings and questions from these meetings being communicated to leadership (via ILT meeting minutes, etc.) * Evidence of monitoring by leadership. |
| Evidence of data collection related to the implementation and impact of improvement initiatives. | * Copies of collaborative team and ILT agendas and minutes noting data driven discussions and planning around improvement initiatives. * Evidence of PD related to Data Literacy and Data Driven decision making. |

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

| **Topic** | **Possible School Data Source** | **Possible Classroom Data Source** |
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| Evidence of clearly communicated school wide (and DESE) expectations for instructional best practices. | Documentation of communicated “look-for’s” prior to each learning walkthrough or classroom observation. | Examples of lesson plans that evidence district and school expectations for rigor and instructional best practices |
| Evidence of established and consistently enacted system of monitoring and providing feedback of classroom instruction through walk thru’s or observations | * Running data on observed instructional strategies as determined by a learning walkthrough or classroom observation instrument. * Documentation of frequency of instruction watching and feedback presented. * Documentation of patterns of feedback offered * Feedback offered to all levels of teachers--patterns of targeted behavior. |  |
| Evidence of follow up on classroom observation through PD and coaching | * Notes from feedback sessions. * Notes from instructional coaches. * Documentation of embedded PD (job embedded and team based) resulting from observational data. |  |
| Evidence of data use and consistent analysis of student level data to assess the effectiveness of instructional strategies and modify as necessary. | * Evidence of provided PD specifically addressing data literacy. * Evidence of curricular changes with regard to scope, sequence, and supplementation resulting from assessment data. * Use of English learner success plans (required under LOOK Act) for students not meeting their English proficiency benchmarks. | * Examples of lesson plans that show modification in pacing or strategies assessment data. * Evidence of frequent and consistent formative assessment |

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

| **Topic** | **Possible School Data Source** | **Possible Classroom Data Source** |
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| Evidence that teachers and teams consistently use ongoing assessment to monitor instructional effectiveness, identify students’ individual needs and provide appropriate interventions. | * Evidence of provided PD specifically addressing data literacy. * Documentation of regularly scheduled team meetings focused on the analysis of assessment data | * Evidence of frequent and consistent formative assessment (running record of standards/skills assessed) * Evidence of a variety of assessment methods used. |
| Evidence that targeted interventions and supports are prescribed, implemented, and monitored for effectiveness.  Changes are made in response to data when appropriate. | * Copies of instructional specialists (interventionists) case logs showing assignment based on clearly articulated assessment data and targeted skills and standards based on assessment data. * Evidence of progress monitoring of the intervention or supports provided and appropriate adjustments made. | * Examples of lesson plans that show student grouping and instructional differentiation based on assessment data. * Documentation of instructional strategies attempted prior to referral of a student for intervention. |
| Evidence of supports for special populations (i.e. Students with Disabilities, English Language Learners, Economically Disadvantaged students, etc.) | * Examples of student work (re. Language acquisition or progress toward goals) from ELL Specialist/Coordinator, SPED teachers and support personnel. * Evidence of progress monitoring of the intervention or supports provided and resultant adjustments made when appropriate. | Examples of student work (i.e. Language acquisition) from classroom teacher |
| Evidence of collaboration and cooperative planning and instruction between General Educator and SPED Teacher / ELL Support staff. | * Documentation of common planning time provided and supported by leadership. * Evidence of PD provided in co teaching model and strategies | * Evidence of lesson planning that includes co teaching model and strategies. * Evidence of assessment design that provides for alternate means of demonstrating proficiency. |

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

| **Topic** | **Possible Local Data Source** |
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| Evidence of shared behavioral expectations | * Evidence of schoolwide behavioral expectations (with student instructional plan) as communicated through PD, staff meeting minutes, collaborative team minutes. * Visible and conspicuous communication of expectations in hallways, common areas, and spaces where staff and students have frequent access. |
| Disciplinary data | * 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. |
| Evidence that social and emotional supports are prescribed, implemented, and monitored for effectiveness.  Changes are made in response to data when appropriate. | * Copies of support specialists case logs showing * Evidence of progress monitoring of the intervention or supports provided and resultant adjustments made when appropriate. |
| Evidence that expanded and accelerated learning opportunities exist. | * Evidence that tiered intervention program includes an accelerated or extended learning groups. * Rosters of separate accelerated learning environments which include indicator data. * Evidence of opportunities for extended learning as evidence by classroom artifacts and student work examples. * Evidence that these opportunities are open to all students. * Review of teacher contract for language to support flexibility in meeting student needs? |
| Evidence of family and community engagement initiatives and monitoring for effectiveness | * Family or community survey data. * Documentation of attendance at school functions and meetings. * Evidence of community participation in decision making and discussion (School Committee meeting minutes, etc.) |