

Data Source Identification

This resource provides a list of possible data needed for informed, data-based decisions necessary to complete each level and area of the DF. The list includes ideas of where a district may find local data. It is not all inclusive but may serve to stimulate ideas for data sources. **Bolded** Data Sources are pre-populated in the DF by the ODE.

This tool has two facilitator uses: 1) to guide the discussion to determine what data the district has **readily** available that can answer the questions in the DF, and 2) to provide an organizer for summarizing data to support DF ratings/judgments. Few districts will have data for every question in the DF. If there is no data, the facilitator needs to help the district make a choice to either 1) identify data that needs to be collected for future decisions, 2) collect data in the very near future to respond to questions in the DF, 3) include data collection in the district plan as an action, or 4) choose to disregard the question at this time. Whichever choice is made, the district/facilitator will want to make note of it.

Data Source	District Document Name	Data Source	District Document Name
1. Alignment Studies		28. KRA-L (P)	
2. Assessment Protocols		29. LPDC Procedures	
3. Assessment Results (District)		30. Meeting Agendas and Minutes (e.g., Board – District – Data Teams)	
4. Assessment Results (State)	OAT (3-8) and OGT (10) by District/Building/Subgroups Performance Index Data and Subscale Data	31. Mobility	
5. Attendance		32. Monitoring Procedures and Resources	
6. Audit Reports		33. Partnerships	
7. Bargaining Agreement		34. PBIS Data	
8. Budget Analysis and Resource Allocations		35. PD Attendance	
9. Budget Process		36. PD Evaluation	
10. Budgets including fund sources		37. PD-Process, Content and Context	
11. Building Attendance		38. Perception Surveys (Parents, Students, Community)	
12. Building Schedules		39. Performance Targets for Buildings	
13. Classroom Observations by Administrators and Coaches		40. Planning Meeting Agendas/Minutes	
14. Coaching/Models for Teacher Support		41. Policies and Procedures	
15. Communications – written, Web-based		42. Program Evaluation Criteria-Results	
16. Community Committee Members		43. Program Evaluation Data	
17. Community Partners, Education Foundations and Organizations		44. Purchasing Procedures	
18. Curriculum Alignment Results		45. Recruitment Plan and Results	
19. Discipline	Occurrences, suspensions and expulsion	46. Reports	
20. Documents (e.g., Human Resources)		47. Schedules – Building	
21. Drop Out		48. State Performance Plan (SPP)	
22. Family activities :type, number, frequency		49. Student Council/Group Input	
23. Family activity participation		50. Surveys of Enacted Curriculum	
24. Graduation		51. Teacher Leader – Names and Roles	
25. Highly Qualified Teachers (HQTs)		52. Union Records	
26. Human Resource Records		53.	
27. Improvement Plans – District and School		54.	

Resource 13A: Data Source Identification (Tables to Organize for Data Collection and Summary to Complete the DF)

Data Source	District Document Title	Data Source	District Document Title
1. Alignment Studies		27. Improvement Plans – District and School	
2. Assessment Protocols		28. KRAL (P)	
3. Assessment Results (District)		29. LPDC Procedures	
4. Assessment Results (State)	OAT (3-8) and OTA (10) by District/Building/Subgroups, Performance Index Data and Subscale Data	30. Meeting Agendas and Minutes (e.g., Board – District – Data Teams)	
5. Attendance		31. Mobility	
6. Audit Reports		32. Monitoring Procedures and Resources	
7. Bargaining Agreement		33. Partnerships	
8. Budget Analysis and Resource Allocations		34. PBIS Data	
9. Budget Process		35. PD Attendance	
10. Budgets including fund sources		36. PD Evaluation	
11. Building Attendance		37. PD-Process, Content and Context	
12. Building Schedules		38. Perception Surveys (Parents, Students, Community)	
13. Classroom Observations by Administrators and Coaches		39. Performance Targets for Buildings	
14. Coaching/Models for Teacher Support		40. Planning Meeting Agendas/Minutes	
15. Communications – written, Web-based		41. Policies and Procedures	
16. Community Committee Members		42. Program Evaluation Criteria-Results	
17. Community Partners, Education Foundations and Organizations		43. Program Evaluation Data	
18. Curriculum Alignment Results		44. Purchasing Procedures	
19. Discipline	Occurrences, suspensions and expulsions	45. Recruitment Plan and Results	
20. Documents (e.g., Human Resources)		46. Reports	
21. Drop Out		47. Schedules – Building	
22. Family activities: type, number, frequency		48. State Performance Plan (SPP)	
23. Family activity participation		49. Student Council/Group Input	
24. Graduation		50. Surveys of Enacted Curriculum	
25. Highly Qualified Teachers (HQT)	% of core academic areas not taught by HQTs, taught by certified/licensed teachers or taught by temporary/long-term substitutes Praxis II and Praxis III scores on content area and PLT tests	51. Teacher Leader – Names and Roles	
26. Human Resource Records		52. Union Records	

Level I: Identified Issue: Overall and Subgroup Student Performance Data (For each content area)	Data Sources by Number				Data Summary
1. Grade level and/or grade-level band(s) where overall performance is low.	4	28			
2. Student achievement by district and building for subgroups (students with disabilities, economically disadvantaged students, LEP, minority students) scoring below the standard compared to all students.	4	28			
3. Grade levels showing improvement over the trend (3 year) period to include comparison of higher performing to low performing grade levels, comparison of subgroups performing well in relationship to AYP.	4	28			
Level I: Student Performance Subscale Performance Data					
1. Reading: Vocabulary, Reading Process, Information Text, Literary Text	4	28			
2. Math: Numbers/Number Sense, Measurement, etc.	4	28			

Level II A: Instructional Management: Curriculum, Assessment and Instructional Practice	Data Sources by Number				Data Summary
Area 1: Curriculum					
1. Use of a standards-based curriculum aligned to the Ohio Academic Content Standards, standards-based curriculum.					
2. Alignment of textbooks and instructional materials to all applicable areas of the Ohio Academic Content Standards and district curriculum materials					
3. Use of curricular materials that stress higher order thinking skills					
Area 2: Assessment					
1. Formative and summative assessments aligned to Ohio Academic Content Standards					
2. Required use of formative/short-cycle assessments aligned with Ohio Academic Content Standards to help make learning goals dear to students, engage students in self-reflection and assessment and provide descriptive feedback to students					
3. Opportunities for teachers to work together to develop common classroom formative assessments aligned with Ohio Academic Content Standards.					
4. Aligned formative/short-cycle assessments with district curriculum/instructional materials that are available and used across the district.					
5. Accessibility to, frequency of teacher use and monitoring of teacher use of formative/short-cycle assessments including the use of scoring protocols.					
Area 3: Instructional Practice					
1. Benchmarks and grade-level indicators used to guide students' progress toward meeting Ohio Academic Content Standards					

Level II A: Instructional Management: Curriculum, Assessment and Instructional Practice	Data Sources by Number				Data Summary
2. Learning goals and activities at all grade levels aligned to Ohio Academic Content Standards					
3. Learning goals communicated to students, staff and parents/families					
4. Use by all teachers at all grade levels of instructional practices that are research- and evidence-based (Listed in DF)					
5. District monitoring of use of instructional strategies					
6. Access to the district's core instructional program for all students					
7. Academic/behavioral supports					
8. Opportunities for teachers to collaboratively plan and deliver instruction in core content areas					
9. Teacher evaluation reflects use of instructional best practices.					

Level II B: Instructional Management: Educator Quality	Data Sources by Number				Data Summary
Area 1: Teacher Turnover					
Area 2: Administrator Turnover					
1. Number of full-time classroom teachers and administrators employed by position and assigned to each building					
2. Number of teachers and administrators who have changed positions (grade level, building, assignment) in the last three years, by year					
3. Number of teachers and administrators who retired, moved, resigned, or left due to reduction in force					
4. Number of teachers and administrators who are new to the district					
Area 3: Educator Qualifications					
1. Consider teacher competencies and skills in making decisions about assignments/transfers/reassignments					
2. Percentage of non-HQTs in underperforming buildings compared to (or less than) the percentage of non-HQTs district-wide.	25				
3. Processes to departmentalize or compartmentalize teacher assignments to take advantage of individual teacher expertise					
4. Hiring process that requires teachers to demonstrate skills and competencies beyond Praxis II or III scores					

Level II C: Instructional Management: HQPD	Data Sources by Number				Data Summary
Area 1: Aligned to Identified Problem Area					
Area 2: Promote Shared Work					
1. HQPD in identified weaknesses in the content area of concern					
2. PD meets Ohio Standards for HQPD					
3. LPDC approval process for individual PD plans (IPDP) based on the districts/building's identified weaknesses in the content area of concern.					
4. HQPD provided based on research-based instructional strategies aligned to identified weaknesses in the content area of concern					
5. Participation rates in HQPD to meet identified weaknesses in the content area of concern					
6. Identification of gaps/weaknesses in the PD offerings					
7. Opportunities for educators to share their work and collaboratively develop new instructional strategies to address areas of concern					
Area 3: Application/Impact of Knowledge/Skills Learned					
1. Follow-up teacher observations/evaluations to verify application of knowledge/skills learned through HQPD					
2. Processes for monitoring expected behavior change intended to result from participation in HQPD					
3. Use short cycle assessments and other data to provide evidence that participation in HQPD contributed to improved student performance.					

Level III A: Expectations and Conditions: Leadership	Data Sources by Number				Data Summary
Area 1: Data and the Decision-Making Process					
1. Procedures implemented require effective use of data at all levels of the system to drive improvement in instructional practice, assess the impact on student achievement and make decisions about teaching and learning.					
2. Use of aggregated and disaggregated student achievement data to establish district goals and measurable strategies for instruction and achievement.					
3. Performance targets for each building and grade level set and communicated					
4. Assistance for administrators in monitoring staff use of data to inform instructional decisions.					
5. Training, support, and guidance in the effective use of data for building leadership teams (BLTs).					
Area 2: Focused Goal Setting Process					
1. District plans have goals based on data					

Level III A: Expectations and Conditions: Leadership	Data Sources by Number				Data Summary
2. District has a mission that guides the collaborative development of district goals					
3. SIPs aligned to district plan					
4. Internal accountability system holds all levels accountable for results					
5. Monitor progress of the district improvement plan					
Area 3: Instruction and the Learning Process					
1. Support implementation of standards-based instruction aligned to district curriculum, plan goals for instruction and achievement on a district-wide basis.					
2. District curriculum is the curriculum used in all schools.					
3. Priorities identified among the district's instructional goals and objectives					
4. Delivery of instruction on a district-wide basis based on research-based practices, engaged students, culturally responsive practices and ongoing assessment and progress monitoring to inform instruction.					
5. Processes that accurately monitor the district's instructional program					
6. Monitor student achievement of school instructional practices designed to provide full access and opportunity to all students to meet district goals.					
7. Implementation and ongoing evaluation of prevention/intervention strategies as a part of its instructional program					
8. Frequent use of collaboratively developed common formative classroom assessments to gauge student progress and guide instructional planning.					
9. Assist administrators in fulfilling instructional leader responsibilities.					
10. Assist administrators and BLTs to effectively monitor student progress.					
Area 4: Community Engagement Process					
1. Internal and external community members involved in development and support of district goals					
2. Communicate clear expectations with regard to district goals					
3. Opportunities for meaningful input and feedback from internal and external community members with regard to district goals					
4. Partnerships focused on district goals					
5. Training/support needed by internal and external community members to enable them to participate in activities aligned to goals					
Area 5: Resource Management Process					
1. Recommendations to the superintendent regarding financial and capital management aligned to goals					
2. Data used to inform the budget process and allocate district resources to support district goals					

Level III A: Expectations and Conditions: Leadership	Data Sources by Number				Data Summary
3. Appropriate time, training and resources allocated equitably to support the effective use of data to improve planning and instruction					
4. Recommendations to the superintendent regarding scheduling that is aligned to goals					
5. Support and allocate resources to schools to meet district goals					
6. Screen, interview and select staff based on district goals					
7. Supervisory systems to ensure progress toward meeting district goals					
8. Extensive job-embedded professional development aligned with district goals					
9. Eliminate initiatives not aligned with or ineffective in meeting district goals					
Area 6: Board Development and Governance Process					
1. Partner with board members to adopt and review progress toward goals					
2. Data and reports communicated by the superintendent to the board of education					
3. High expectations for district and school performance					
4. Community members articulation of district goals					
5. Professional development for board members aligned with district priorities					

Level III B: Expectations and Conditions: School Climate	Data Sources by Number				Data Summary
Area 1: Student Discipline Occurrences	14				
1. Three year trend data on discipline occurrences by grade, building, subgroup	14				
2. Three year trend data on suspensions/expulsions by grade, building, subgroup	14				
Area 2: Student Attendance					
1. Three year trend data on attendance by grade, building and subgroup.	5				
Area 3: Student Mobility					
1. Mobility data identifies students at risk and set priorities for improvement					
2. Use data to monitor student mobility (number and percentage of students who moved within the district during the school year) by building, grade level, gender and subgroup					
3. Comparison of the performance of mobile and non-mobile students					
4. Buildings by level affected by district initiated moves (e.g., building closures, building openings and population reassignments)					
5. Comparison of performance of students from stable v. less-stable buildings					
Area 4: Multiple Risk Factors					

Level III B: Expectations and Conditions: School Climate	Data Sources by Number				Data Summary
1. Number and percentage of students by building, gender and sub-group with multiple risk factors (i.e., high levels of discipline occurrences, absences and mobility rates)	4	19			
2. Evaluation of affect of multiple risk factors on student performance	4	5	19		
3. Feedback mechanisms for students, families and personnel regarding school climate and use data to monitor and improve environment					
4. Support for schools in identifying effective ways of improving student engagement in school activities and a sense of belonging					

Level III C: Expectations and Conditions: Engagement: Parent/Family, Student and Community Involvement	Data Sources by Number				Data Summary
Area 1: Parent Participation and Perception					
1. Parent activities designed to share information of their child's academic progress and performance					
2. Parents beliefs (e.g., about district academic focus, provision of safe environment, sensitivity to academic and behavioral needs, ability to provide a challenging curriculum for all students)					
Area 2: Communication					
1. Communicate with families to increase their knowledge and skills to support their children's learning at home and their academic progress at school					
2. Build families' knowledge and skills to support their children's learning at home and their child's academic progress at school					
3. System of two-way communication for families, using clear language					
4. Communicate in the primary language of the parent and community					
5. Family activities reflect the needs and characteristics of students' families					
6. Professional development for administrators, teachers and other staff on how to build strong partnerships with families					
Area 3: Student Participation and Perception					
1. Student beliefs - considering gender and disaggregated groups - (district focus student outcomes, safe environment, sensitivity to academic and behavioral needs, challenging curriculum).					
Area 4: Community Involvement and Support					
1. Parent and community agencies/partners/businesses work with the district to support improved student outcomes and maximize the use of available resources in improving student performance					
2. Engage pre-schools in PD, transition services and curriculum planning					
3. Involve community partners in policy development & planning					

Level IV: Resource Management	Data Sources by Number				Data Summary
Area 1: Teacher and PD Alignment					
1. Recruiting strategies get the highest quality staff possible					
2. Support and in-house instructional guidance and assistance					
3. Faculty assignments meet student needs in cost-effective ways					
4. Teachers make key decisions					
Area 2: Focus on Student Success					
1. Evaluations of initiatives ensure they meet instructional and content needs of all students					
2. Student instructional time is spent learning mathematics and language arts					
3. Contract year increases teacher development and planning time					
4. Focus district and building meetings on learning and instruction					
5. Schedule keeps non-instructional activities to a minimum					
Area 3: Aligning Spending to Strategic Priorities					
1. Use district assessment data to guide initial and follow-up decisions related to performance and alignment					
2. Membership of DLT includes district treasurer					
3. Budgeting and related processes ensure effective spending					
4. Multiple purchasing options reduce inefficiencies					
5. Budget decision-making process directly supports the district's plan					
6. Use data to make intentional budget decisions that continue support for successful strategies and remove support for unsuccessful strategies					
7. Pool funds from multiple sources to support academic programming, especially for at risk populations and subgroups					
8. Resolution of financial determinations brought by the State Auditor					