

Possible Data Sources Organized by Critical Success Factors (CSFs)

Academic Performance	Use of Quality Data to Drive Instruction	Leadership Effectiveness	Increase Learning Time	Family & Community Engagement	School Climate	Teacher Quality
<ul style="list-style-type: none"> • STAAR/EOC Results • Texas Academic Performance Reports • TELPAS results • Curriculum- Based Assessments • Formative assessments • Student self-tracking goal setting documents • Tutoring reports • Student portfolios • Graduation rate • AP/IB data • Dual credit • Early college entrance • SAT/ACT Scores • Texas Primary Reading Inventory • Performance Based Monitoring • Computer software results • Developmental Reading Assessment • Individual education plans • PEIMS six-weeks principal reports • Aggregated /disaggregated attendance data • Aggregated/ disaggregated discipline referral data 	<ul style="list-style-type: none"> • STAAR/EOC Results • Curriculum- Based Assessments • Formative assessments • Data Management Systems (DMAC/Eduphoria) • Data walls/ rooms • Individual student profiles • Response to Intervention tracking documents • Classroom walkthrough data • Feedback from walkthroughs • Professional learning community minutes • Intervention decisions • Teacher surveys • TEKS- unpacking • Re-teaching/Tutoring • Use of anecdotal data such as teacher or counselor input in ARDs or LPAC meetings • PEIMS six-weeks principal reports 	<ul style="list-style-type: none"> • STAAR/EOC Results • Texas Academic Performance reports • Teacher retention • Teacher attendance • professional Development plans (including implementation and monitoring plans) • Staff surveys • Teacher leader • Leadership 360 reviews • Principal evaluation results • Teacher evaluation results • Principal/teacher self-evaluation 	<ul style="list-style-type: none"> • Time on task observations • Student engagement observations • Percentage of school-wide engagement in enrichment activities • Master schedule • Late state/Early release data • Minutes of instructional time per day • Days per year on the instructional calendar • Minutes of extended opportunities offered • 24/7 online academic opportunities provided • Minutes offered for staff collaboration/PD • Number of credits recovered by students at-risk 	<ul style="list-style-type: none"> • Family and community perception surveys • Number of parent/family conferences held • Observed results from the conferences • Number of family/parent focus workshops and programs offered • Participation results from the workshops • Number of home visits conducted • Observed results from the home visits • Number of modes of communication used to inform families how to support their student academic growth • Number of languages in which parent communication is provided • Number of community partners • Observed results from the community partnerships 	<ul style="list-style-type: none"> • Teacher retention rate • Student perception data • Staff perception data • Parent/Community perception data • Discipline data • Aggregated /disaggregated attendance data • PEIMS data • PBIS activities & impact • Teacher attendance • Involvement in extra-curricular activities • Walk-through Observations • Campus cleanliness • Community involvement and support • Aggregated/ disaggregated discipline referral data • PEIMS 425 report 	<ul style="list-style-type: none"> • STAAR/EOC results • Student feedback • Classroom observations • Third party classroom observation • Teacher recruitment process • Increased student performance • Walk-through data • Teacher feedback • Teacher evaluation results • Professional development hours • Professional development implementation (as evidenced during walk-throughs) • Classroom engagement • Time on task • Failure Rates • Discipline referrals • Parent surveys