### Possible Data Sources Organized by Critical Success Factors (CSFs)

<table>
<thead>
<tr>
<th>Academic Performance</th>
<th>Use of Quality Data to Drive Instruction</th>
<th>Leadership Effectiveness</th>
<th>Increase Learning Time</th>
<th>Family &amp; Community Engagement</th>
<th>School Climate</th>
<th>Teacher Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>• STAAR/EOC Results</td>
<td>• STAAR/EOC Results</td>
<td>• STAAR/EOC Results</td>
<td>• Time on task</td>
<td>• Family and community</td>
<td>• Teacher retention</td>
<td>• STAAR/EOC Results</td>
</tr>
<tr>
<td>• Texas Academic</td>
<td>• Curriculum- Based Assessments</td>
<td>• Texas Academic</td>
<td>• Student engagement</td>
<td>perception surveys</td>
<td>rate</td>
<td>results</td>
</tr>
<tr>
<td>Performance Reports</td>
<td>• Formative assessments</td>
<td>• observations</td>
<td>• Teacher attendance</td>
<td>Number of parent/family</td>
<td>Student perception</td>
<td>• Student feedback</td>
</tr>
<tr>
<td>• TELPAS results</td>
<td>• Data Management Systems (DMAC/Eduphoria)</td>
<td>• professional</td>
<td>• Teacher retention</td>
<td>conferences held</td>
<td>data</td>
<td>Classroom</td>
</tr>
<tr>
<td>• Curriculum- Based</td>
<td>• Data walls/ rooms</td>
<td>• Development plans</td>
<td>• observed results</td>
<td>Number of family/parent</td>
<td>observations</td>
<td>observations</td>
</tr>
<tr>
<td>Assessments</td>
<td>• Individual student profiles</td>
<td>(including implementation and monitoring plans)</td>
<td>from the conferences</td>
<td>focus workshops and programs</td>
<td>Parent/Community</td>
<td>Third party</td>
</tr>
<tr>
<td>• Formative</td>
<td>• Response to Intervention tracking</td>
<td>• Staff surveys</td>
<td>• Master schedule</td>
<td>offered</td>
<td>data</td>
<td>classroom</td>
</tr>
<tr>
<td>assessments</td>
<td>• Classroom walkthrough data</td>
<td>• Teacher leader</td>
<td>• Late state/Early</td>
<td>participation results from</td>
<td>Observation data</td>
<td>observation</td>
</tr>
<tr>
<td>• Student self-tracking</td>
<td>• Feedback from walkthroughs</td>
<td>• Leadership 360 reviews</td>
<td>release data</td>
<td>the workshops</td>
<td>Parent/Community</td>
<td>(Third party</td>
</tr>
<tr>
<td>goal setting</td>
<td>• Professional learning community minutes</td>
<td>• Principal evaluation</td>
<td>• Days per year on the</td>
<td>results held</td>
<td>data</td>
<td>classroom</td>
</tr>
<tr>
<td>documents</td>
<td>• Intervention decisions</td>
<td>results</td>
<td>instructional calendar</td>
<td></td>
<td></td>
<td>observation</td>
</tr>
<tr>
<td>• Tutoring reports</td>
<td>• Teacher surveys</td>
<td>• Teacher evaluation</td>
<td>• Minutes of extended</td>
<td></td>
<td></td>
<td>process</td>
</tr>
<tr>
<td>• Student portfolios</td>
<td>• TEKS- unpacking</td>
<td>results</td>
<td>opportunities offered</td>
<td></td>
<td></td>
<td>performance</td>
</tr>
<tr>
<td>• Graduation rate</td>
<td>• Re-teaching/Tutoring</td>
<td>• Principal/teacher</td>
<td>• 24/7 online</td>
<td></td>
<td></td>
<td>Walk-through data</td>
</tr>
<tr>
<td>• AP/IB data</td>
<td>• Use of anecdotal data such as teacher or counselor input in ARDs or LPAC meetings</td>
<td>self-evaluation</td>
<td>academic opportunities</td>
<td>online</td>
<td></td>
<td>Teacher feedback</td>
</tr>
<tr>
<td>• Dual credit</td>
<td>• PEIMS six-weeks principal reports</td>
<td></td>
<td>provided</td>
<td></td>
<td></td>
<td>Teacher evaluation</td>
</tr>
<tr>
<td>• Early college</td>
<td></td>
<td></td>
<td>Minutes offered for</td>
<td></td>
<td></td>
<td>results</td>
</tr>
<tr>
<td>entrance</td>
<td></td>
<td></td>
<td>staff collaboration/PD</td>
<td></td>
<td></td>
<td>Professional</td>
</tr>
<tr>
<td>• SAT/ACT Scores</td>
<td></td>
<td></td>
<td>Number of credits</td>
<td></td>
<td></td>
<td>development hours</td>
</tr>
<tr>
<td>• Texas Primary</td>
<td></td>
<td></td>
<td>recovered by students</td>
<td></td>
<td></td>
<td>Professional</td>
</tr>
<tr>
<td>Reading Inventory</td>
<td></td>
<td></td>
<td>at-risk</td>
<td></td>
<td></td>
<td>development</td>
</tr>
<tr>
<td>• Performance Based</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>implementation</td>
</tr>
<tr>
<td>Monitoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(as evidenced during</td>
</tr>
<tr>
<td>• Computer software</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>walk-throughs)</td>
</tr>
<tr>
<td>results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Classrooms</td>
</tr>
<tr>
<td>• Developmental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>engagement</td>
</tr>
<tr>
<td>Reading Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Time on task</td>
</tr>
<tr>
<td>• Individual education plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Failure Rates</td>
</tr>
<tr>
<td>• PEIMS six-weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discipline</td>
</tr>
<tr>
<td>principal reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>referrals</td>
</tr>
<tr>
<td>• Aggregated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Parent referrals</td>
</tr>
<tr>
<td>/disaggregated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>attendance data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Aggregated/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disaggregated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discipline referral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Data Sources Organized by Critical Success Factors (CSFs)**

- **Academic Performance**
  - 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

- **Use of Quality Data to Drive Instruction**
  - STAAR/EOC Results
  - Curriculum-Based Assessments
  - Formative assessments
  - Data Management Systems (DMAC/Eduphoria)
  - Data walls/rooms
  - Individual student profiles
  - Response to Intervention tracking
  - 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

- **Leadership Effectiveness**
  - 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

- **Increase Learning Time**
  - 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

- **Family & Community Engagement**
  - 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

- **School Climate**
  - 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

- **Teacher Quality**
  - 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 referrals

---

**Texas Center for District & School Support**

**Texas Education Agency**