

Suggested Data for Review and Goal Setting

OSSE has developed the following list of potential data sources, organized by each of the five (5) *Accelerate DC* school improvement domains, to support schools with conducting a thorough Needs Assessment (NA) that will in turn inform their development of a School Improvement Plan (SIP). The data below are suggestions; schools may consider additional data sources not listed here.

When conducting the Needs Assessment, the evidence reviewed can be quantitative or qualitative. A school may reference **quantitative** data on metrics the school tracks, like interim assessments, survey data, disciplinary incidents, or attendance. Or the evidence may be **qualitative**, such as feedback received on an activity or observations made about the activity.

Additionally, data sources may be useful when determining how the school will monitor and measure their progress towards goals as part of the school improvement plan. SMART goals set through the School Improvement Plan (SIP) must be quantitative, so that they can be routinely and objectively monitored by the School Team for Accelerating Progress (STAP), the LEA Team for Accelerating Progress (LTAP) and by the Office of the State Superintendent of Education (OSSE).

Schools likely already have data on most of the metrics suggested below, but OSSE also recommends that schools view the available data on the [DC School Report Card](#) and [the Educator Talent and Equity Dashboard](#).

Accelerate DC Domain	Suggested Data for Review and Goal Setting
Transformational Leadership	<ul style="list-style-type: none"> • Prior school improvement identifications and plans, including revisions and progress of those plans • School leader evaluations • Tenure of current leader and prior leaders, coaching and/or other pipeline strategies • Feedback on leaders from teacher, student and caregiver surveys • Routines for feedback from students, parents and educators • Evidence of establishing high expectations for all students
Talent Development	<ul style="list-style-type: none"> • Classroom observations • Teacher evaluations • Teacher Attendance • Rates of experience amongst educators • Rate of certification and in-field educators • Rates of vacancies • Retention of effective staff • Student: teacher ratio • Professional development opportunities and routines • Feedback collected on those professional development opportunities • Classroom management routines and evidence • School decision-making routines that involve teachers • Feedback on teachers from student and caregiver surveys

<p>Instructional Excellence</p>	<ul style="list-style-type: none"> ● Performance and growth on the statewide assessment in ELA, math, and science ● Performance and growth on the ACCESS assessment ● Interim, formative or benchmark assessments ● Other assessment such as SAT, ACT, AP, IB ● Pre-K Measures: Classroom Assessment Scoring System (CLASS) ● Graduation rates ● Promotion rates and credit accumulation ● Drop-out rates ● Quality of curriculum materials ● Evidence-based routines for selecting curriculum materials ● Ninth grade on-track rates ● Dropout rates ● Time allocation to school subjects and key programs in school schedule ● Availability, use and outcomes of evidence-based interventions ● Instructional planning practices, including use of data to inform planning ● Evidence of differentiation in planning and delivery for students ● Social emotional learning, trauma-informed practices
<p>Strong School Climate</p>	<ul style="list-style-type: none"> ● Chronic absenteeism ● Attendance growth ● School satisfaction as measured in school climate surveys from staff, students, and caregivers ● School satisfaction ● Teacher retention and tenure data ● Incidents of school discipline – exclusionary and restorative justice practices ● Family and parent engagement in the school
<p>Organizational Health</p>	<ul style="list-style-type: none"> ● Patterns and trends of student enrollment and re-enrollment ● Compliance with DC and federal requirements, including audits, data collection and submission, prior monitoring reports and operational reviews ● Safety and cleanliness routines ● Availability of health care providers (e.g., counseling, nursing staff) ● Health of budget ● Per pupil expenditures ● Additional sources of funding – including federal and local grants, philanthropy ● Availability of appropriate technology ● Partnerships with community organizations ● Health and social services available to students and families ● Availability of after school/ before school learning and co-curricular opportunities ● LEA-level Title IV-A needs assessments ● Title I-A schoolwide program needs assessments and program plan ● School Behavioral Health Workplan and needs assessment ● Language Instruction Education Program plan for English learners