

Tool 8: Data Sources Checklist

Purpose: To identify different sources from which you can collect data for your comprehensive needs assessment.

- Directions:**
1. Below each element of the needs assessment are listed data types related to that element. Next to each are examples of possible indicators. Review the list and check off the data types you will collect.
 2. Check the *Sources of Information* table at the end of this tool to get ideas for where to collect the data. Indicate any other sources you may know about.

Data Types and Possible Indicators

Element: Student Demographics and Achievement

Student Demographics

Possible Indicators

- | | |
|--|--|
| <input type="checkbox"/> Enrollment | <ul style="list-style-type: none"> • Total number of registered students. • Number of students in special programs (e.g., Title I, LEP, gifted and talented) broken down by category. • Number of students broken down by ethnicity, language group or other meaningful categories. |
| <input type="checkbox"/> Daily Attendance | <ul style="list-style-type: none"> • Average daily attendance of students by grade, grade span, whole school, or other enrollment category. • Percent of students tardy for classes. • Number of students who have been absent from school 21 days or more. |
| <input type="checkbox"/> Mobility/Stability | <ul style="list-style-type: none"> • Mobility rate: the percent of children who move in and out of a school during a year. • Stability rate: the percent of students who remain in the same building for the entire year. |
| <input type="checkbox"/> Socioeconomic Status (SES) | <ul style="list-style-type: none"> • Percent of students receiving free- or reduced-price lunch. • Average level of parents' education and/or household income. • Unemployment rates in the attendance area. |
| <input type="checkbox"/> Student Behavior | <ul style="list-style-type: none"> • Number or percentage of discipline referrals or incidents. • Number or percentage of student suspensions and expulsions. • Frequency of gang related, substance abuse, or other at-risk behavior. |
| <input type="checkbox"/> Student Attitudes | <ul style="list-style-type: none"> • Student attitudes toward school analyzed and reported by content or other area. |
| <input type="checkbox"/> Limited English Proficiency | <ul style="list-style-type: none"> • Percent of students with limited English proficiency. • Percent of families who speak English as a second language. |

Student Achievement

Possible Indicators

- | | |
|---|---|
| <input type="checkbox"/> Academic Performance | <ul style="list-style-type: none"> • State or local testing (norm-referenced or criterion-referenced tests). • Performance assessments and/or classroom assessments. • Grades. • Writing samples. |
|---|---|

- | | |
|--|--|
| <input type="checkbox"/> Completion Rates | • Graduation/promotion rate, retention rates, percentage of dropouts. |
| <input type="checkbox"/> Multi-year Trends | • Longitudinal academic performance data. |
| <input type="checkbox"/> Comparative Data | • Comparative performance of low-income students versus other students at the school (or other meaningful categories).
• Comparative performance school or sub-groups of student at the state and federal levels. |
| <input type="checkbox"/> Post Secondary | • Number or percent of students attending and/or completing post-secondary schools.
• Number or percent of students accepted in the armed services.
• Number and location of students who directly enter the work force. |

Element: Classroom Processes and Support

Curriculum and Instruction

Possible Indicators

- | | |
|--|--|
| <input type="checkbox"/> Instructional Program | • Assessment of the school by staff regarding the attributes of effective schooling.
• Amount of planning time scheduled during school day. |
| <input type="checkbox"/> Instructional Effectiveness | • The number, quality, variety and type of instructional strategies and techniques used by staff.
• Appreciation and awareness of different learning styles in the classroom. |
| <input type="checkbox"/> Curriculum Materials | • The amount and quality (i.e., age, condition and variety) of instructional materials.
• The extent to which available materials are consistent with state and district content standards. |
| <input type="checkbox"/> Support Personnel | • Use of paraprofessionals and special program staff.
• Frequency of collaboration among instructional staff |

Assessment

Possible Indicators

- | | |
|---|---|
| <input type="checkbox"/> Assessment Tools | • The number, quality, variety and type of assessment tools and strategies used by staff. |
| <input type="checkbox"/> Assessment Databases | • Number and type of student assessment records for current students.
• Number and type of student assessment records for graduated students. |
| <input type="checkbox"/> Purpose | • The extent to which assessments are aligned with state and district content standards.
• The extent to which assessment is tied to instructional strategies used by staff. |

Professional Development

Possible Indicators

- | | |
|------------------------------------|---|
| <input type="checkbox"/> Coherence | • Existence of district- and school-level professional development plan.
• Funds available for professional development.
• Registration and/or selection procedures for professional development opportunities. |
|------------------------------------|---|

- | | |
|---|--|
| <input type="checkbox"/> Alignment | <ul style="list-style-type: none"> • Percentage of teacher-initiated professional development. • Number of professional development opportunities designed to address standards and curriculum. |
| <input type="checkbox"/> Methods and Activities | <ul style="list-style-type: none"> • Description of types of professional development activities. • Number and type of professional journals or books available at school. • Number of faculty that actively mentors other staff. |
| <input type="checkbox"/> Schedule | <ul style="list-style-type: none"> • Number of professional days or district resources dedicated to professional development. |

Classroom Management

Possible Indicators

- | | |
|--|---|
| <input type="checkbox"/> Standards/ Expectations | <ul style="list-style-type: none"> • Learning activity plans indicate how standards of behavior are taught. |
| <input type="checkbox"/> Instructional Style | <ul style="list-style-type: none"> • Lesson plans indicate strategies that address different learning styles. • Lesson plans indicate strategies that address different cultural backgrounds. |
| <input type="checkbox"/> Classroom Organization | <ul style="list-style-type: none"> • Lesson plans describe student grouping arrangements. |

Element: School Management and Resources

School Management

Possible Indicators:

- | | |
|--|--|
| <input type="checkbox"/> Class Size | <ul style="list-style-type: none"> • Average instructional staff/student ratio computed by grade level or grade span. • Composition of students in the largest classes, the smallest classes and the average sized classes. |
| <input type="checkbox"/> Coordination Plan | <ul style="list-style-type: none"> • Description of the activities conducted to ensure that students' instructional day or program is coordinated so students do not participate in fragmented instruction. |
| <input type="checkbox"/> Governance | <ul style="list-style-type: none"> • The presence of school-site councils, teacher input into decision-making, the organization of teachers by teams. |
| <input type="checkbox"/> Discipline Policy | <ul style="list-style-type: none"> • Clearly defined and articulated student management and discipline policy. |
| <input type="checkbox"/> School Philosophy | <ul style="list-style-type: none"> • Statement of the underlying philosophy of the school. |
| <input type="checkbox"/> School Mission | <ul style="list-style-type: none"> • Statement of the underlying purpose of the school. |
| <input type="checkbox"/> Content and Performance Standards | <ul style="list-style-type: none"> • Method by which content and performance standards are communicated to the community, teachers, parents and students about what students can and should learn. |
| <input type="checkbox"/> Behavior standards | <ul style="list-style-type: none"> • Description of behavior standards in student and parent handbooks. |
| <input type="checkbox"/> School Climate | <ul style="list-style-type: none"> • The quality of student-teacher interactions, student attitudes towards school, teacher job satisfaction, teacher expectations and beliefs about what students can accomplish. • Safety of students and teachers. • Perceptions of parents, students and community members. |

Family / Community Involvement	Possible Indicators
<input type="checkbox"/> Types of Involvement	<ul style="list-style-type: none"> • Frequency of parent visits to school. • Purposes for which parents visit the school (e.g., volunteering, learning, advocacy, decision making).
<input type="checkbox"/> Communication with Parents	<ul style="list-style-type: none"> • Amount and frequency of information disseminated to parents. • Languages in which the documents are written. • Feedback from parents about information provided by school.
<input type="checkbox"/> Parent Input	<ul style="list-style-type: none"> • Amount and frequency of opportunity for involvement in decision-making. • Number of parents represented on school site councils. • Background of parents most frequently involved in school.
<input type="checkbox"/> Parent Education	<ul style="list-style-type: none"> • The number of education activities provided. • Parent workshop evaluations. • Evidence of teachers trained in parent involvement.
Technology	Possible Indicators
<input type="checkbox"/> Types	<ul style="list-style-type: none"> • Inventories of the current working audio, visual, computer and multimedia technology resources (e.g., televisions, computers, software, cassette players).
<input type="checkbox"/> Access	<ul style="list-style-type: none"> • Location of the technology resources (e.g., classroom, laboratory, media center, storage closet). • Times the resources are available to staff and students (e.g., during class, after school, during free periods or planning periods).
<input type="checkbox"/> Use	<ul style="list-style-type: none"> • Ways in which technology is used (e.g., instruction, assessment, record keeping, games). • Frequency of use of technology by staff and students for the purposes of instruction, assessment, record keeping, data analysis.
<input type="checkbox"/> Training	<ul style="list-style-type: none"> • Number or percentage of staff trained to use technology resources. • Dates and length of training opportunities.

Sources of Information

<i>District/School Files</i>	<i>Teaching/Learning or Classroom Instruction</i>	<i>Records</i>	<i>People</i>	<i>Other</i>
✓ School Plans	✓ Curriculum and	✓ School Records	✓ Instructional Staff	✓
✓ Budget	Assessment Materials	✓ District Records	✓ Non-instructional Staff	✓
✓ Technology Plans	✓ Lesson Plans	✓ School Calendar	✓ Families/Students	✓
✓ Evaluations & Other Reports	✓ Student Work	✓ Minutes of Faculty Meetings	✓ Newspaper Articles	✓
	✓ School Reports	✓ Minutes of Parent Association Meetings	✓ Real Estate Analysis	✓
	✓ Observation Reports		✓ Other Community Based Information/Reports	✓
	✓ Checklists			✓