

**Data Considerations**  
**Revised, June 2019**

**Quantitative Data**

<b>Consideration</b>	<b>Key Question(s)</b>
California School Dashboard data	<p>What is the SBAC performance &amp; change over time in Math and English Language Arts?            What percentage of English language learners are making annual progress toward English proficiency?            What is the suspension rate?            What is the graduation rate for high schools?</p> <p><b>Additions to our analysis of school quality:</b>  <b>Prioritize analysis of the performance and growth of the most marginalized subgroups of students in measuring school quality</b>  <b>Include CORE growth data as an additional metric for analyzing school quality</b></p>
Facilities Condition Index	What is the condition of the school buildings?
Facilities Utilization Rate	What is the utilization rate for each school? Is the school under-enrolled or overenrolled? What percentage of enrollment capacity is in portables?
Enrollment Trends/Demand	Is the school in demand (greater than 70% first-choice applicants for available seats)?

**Qualitative Data**

<b>Consideration</b>	<b>Key Question(s)</b>
Leadership Capacity	<p>Has the principal been in place for greater than 2 years?            Does the leader have prior experience that would enable him/her to lead major change?            Has the principal demonstrated capacity to take on additional responsibilities for leading change (e.g., building teams, engaging with parents and community, etc.)?</p>
School & Regional Demographics	<p>Does the school draw a large % of students living in the attendance area?            Is there a nearby charter school or district school that is drawing students? If so, does it have a specialized program that is attractive to families, or does it have higher academic performance?            What are the demographics in the community?            What is the recent history of movement of families into and out of this neighborhood?</p>

<p>Program &amp; Pathway Needs</p>	<p>Does the school have special programs and pathways that draw students? Is there a need or community demand for a specialized program or pathway in school(s) serving this part of the city?</p>
<p>Regional Feeder Patterns</p>	<p>What schools feed the most students into this school? What would be the impact on those feeder schools if a change is made to the receiving school? Do greater than 80% of the students at the school live in the school's attendance area and immediately adjacent attendance areas?</p>
<p>Lived Experience Data</p>	<p>In measuring and analyzing school quality, collect data on the lived experience of members of the school community. Conduct focus groups, interviews, and/or observations to collect data.</p> <p>Bring back a School Quality Review (SQR) process similar to the one implemented in OUSD during the years 2011-2014. The SQR provides a vehicle to incorporate family and staff interviews and student voice into the assessment of school quality.</p>

**Citywide Data Considerations (from B.P. 6006)**

<p>Enrollment Projections to Seat Capacity</p>	<p>Where do we need schools based on projected population?</p>
<p>Optimal Location</p>	<p>Where are current facilities located with respect to where they are/will be needed?</p>
<p>Environmental Stress Factors</p>	<p>What are the environmental factors that have a compounding effect on students in the most disinvested parts of the city? Consider incorporating new indicators: crime &amp; homicide rates, safe passage to school, students' mental health needs</p>