

## Data Tool Requirements

- The tool should be used as an introduction to data collection, analysis and reporting for use at the LEA level. It is not intended to provide an in-depth or sophisticated analysis of all factors that could be associated with personnel data. However, the design phase could certainly address secondary levels of development that could go beyond a basic system.
- It should be presented and perceived as a proactive (not punitive) process designed to assist districts, schools and teachers improve student performance and support school improvement efforts associated with NCLB and IDEA.
- Initially, it should be based on existing state-level data that is submitted to the state via current requirements and current systems.

### A Data Tool of Relevant Data Elements Needed in Developing Your Local Personnel Equity Plan

District/School Data	Personnel Data	Student Data
High Poverty and Not High Poverty district status	HQT status for Elementary and HQT Secondary core subjects, by general education and special education	Personal demographics such as age, race, gender, language
AYP status by variables in NCLB	New teacher and Experienced teacher (years experience)	English Language learner, bilingual status
NCLB Corrective Action Status	Not HQT (general and special education) by class	Poverty/SES (Title I eligibility, free lunch programs, etc.)
Status with state under IDEA child indicators	Mobility and transfers (i.e. to general education)	Disability status
District/School and community Demographics including SES, racial composition, gender, age	Rates of attrition/turnover	Health indicators/health status
Availability of Mentoring programs	Personal demographics such as race, gender, age	Educational performance indicators
Professional Development Programs	Professional development (for recertification)	
HQT status of personnel including paraprofessionals	Mentoring – participation in	
	Credentials/certificates, IHE preparation programs, work history, experience, salary	
	Current assignment(s)	