

Figure 1.2:
Data-Collection Protocol

School Improvement for All Data Collection Protocol	
Provide the following school and student demographic data as available.	
Number of students in the school	
Gender (by number)	Male: _____ Female: _____
Average class size	
Absentee rate (daily average)	
Ethnicity subgroup percentages	
Free and reduced lunch percentages	
Dropout rate	
Special needs subgroup percentages	
Mobility rate	
Honors and AP status percentage	
English learner percentage	
Staff Demographics	
Number of teachers	
Number of administrators	
Number of paraprofessionals	
Years of experience (average years by grade level)	
Absentee rate (daily average)	
Gender	Male: _____ Female: _____
Retirement projections (the number of staff retiring in the next five years)	
Ethnicity subgroup percentages	
School Demographics	
History of the school (describe briefly):	
Safety and crime concerns:	

Discipline referrals (year to date, monthly, average, and breakout of types of incidences by frequency):
Turnover rates of principals, teachers, and staff:
Special strengths and qualities of the school:
Programs offered, including academic, extracurricular, athletics, and so on:
Community support (describe briefly):
Community Demographics
Location and history (describe briefly):
Types of employers:
Population trends:
Projection of growth:
Economic base:
Community and business involvement with school:

Other information:

Student Learning Data

(Attach student learning data as needed.)

Indicator	Current Year	Previous Year
Percentage of students reading at grade level	Percentage proficient or advanced	Percentage proficient or advanced
State test results for reading, English, and writing (by grade level or course)	Percentage proficient or advanced	Percentage proficient or advanced
State test results for mathematics (by grade level or course)	Percentage proficient or advanced	Percentage proficient or advanced
Gap-analysis state assessment results for reading, English, and writing by subgroups	Percentage proficient or advanced	Percentage proficient or advanced
Gap-analysis state assessment results for mathematics by subgroups	Percentage proficient or advanced	Percentage proficient or advanced
District, benchmark, and interim assessment results	Percentage proficient or advanced	Percentage proficient or advanced
Percentage of students failing courses for reading, English, and writing by course or grade level	Percentage of course or grade failures	Percentage of course or grade failures
Percentage of students failing courses for mathematics by course or grade level	Percentage of course or grade failures	Percentage of course or grade failures
High school graduation rate		
Other achievement indicators (ACT, SAT, WorkKeys, course recovery, ACT Aspire, English learner assessments, and so on)		