

Data Audit Tool
(Individual Building)

Directions:

1. Collect and review the following data for your school. Use the questions below to discuss priorities for building or district planning.

School Name: _____

Person Completing: _____

**What relationships do we observe among these groups of data?
How can this guide our vision and action planning?**

Academic Data
Is Academic Achievement Improving?

- Is the school making AYP?
- Is the % of students meeting/exceeding (reading and math) standards increasing?
- Has the graduation rate improved?
- Has the drop-out rate declined?

Discipline Data
Are Discipline Problems Decreasing?
Are Schools Safer?

- Are office discipline referrals decreasing?
- Are in school and out of school suspensions decreasing?
- Were there any expulsions?
- Is there a change in perceived safety predictability, and social quality of the school?

Special Education Data
Are Special Education Placements Decreasing?
Are Special Education Placements Proportionate?
Are Student Placements in Restrictive Environments Decreasing?

- What % of students have IEPs? Is this number decreasing?
- Is the number of students referred to special education decreasing?
- Is the number of students who qualify for special education decreasing?
- What trends do you observe in restrictive environment placements?
- Are certain groups, by ethnicity or disability, over represented in IEP placement or disability categories?



Data Audit Tool
(Individual Building)

District & School Completing Form _____ Person Completing Form _____

Data Source:	Data:	Baseline:							Year One:							Year Two:						
http://dpi.wi.gov/lbstat/pubdata2.html	Building Total Enrollment																					
http://dpi.wi.gov/sig/index.html	WKCE (3rd-8th, 10th) Scores (% Proficient and Advanced)	3 rd _d	4 th _h	5 th _h	6 th _h	7 th _h	8 th _h	10 th _h	3 rd _d	4 th _h	5 th _h	6 th _h	7 th _h	8 th _h	10 th _h	3 rd _d	4 th _h	5 th _h	6 th _h	7 th _h	8 th _h	10 th _h
	Class of (i.e. 2010)																					
	Reading																					
	Math																					
	Language Arts																					
	Science																					
	Social Studies																					
ISES	Graduation Rate for Last Academic Year (HS only)	#			%				#			%				#			%			
http://dpi.wi.gov/sig/index.html	Drop Out Rate for Last Academic Year (HS only)	#			%				#			%				#			%			
	Discipline	# of Events		# of Days		# of Students			# of Events		# of Days		# of Students			# of Events		# of Days		# of Students		
From Building	Office Discipline Ref. (ODRs)																					
From Building	In-School Suspension																					
From Building	Out-of-School Suspension																					
From Building	Expulsion																					
http://dpi.wi.gov/lbstat/pubdata2.html and ISES	Enrollment/IEPs by Ethnicity	Enrollment		IEP		Enrollment		IEP		Enrollment		IEP		Enrollment		IEP						
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%					
	American Indian/ Alaskan Native																					
	Asian/Pacific Islander																					
	African American (not Hispanic)																					
	Hispanic/Latino																					
	White (not Hispanic)																					
From Building	Students Referred for Special Education Testing	#		%				#		%				#		%						
From Building	# of Students Qualified for Special Education Services (IEPs)	#		%				#		%				#		%						
ISES	Education Environment (EE)	#		%				#		%				#		%						
	Regular Class at Least 80% (EE Code A)																					
	Regular Class 40-79% (EE Code B)																					
	Regular Class Less Than 40% (EE Code C)																					
	Separate Public/Private Day School (EE Codes D, E)																					
	Separate Public/Private Residential Facility (EE Codes F, G, I)																					
	Homebound (EE Code J)																					
	Correctional Facilities (EE Code S)																					
	Parentally Placed in Private Schools (EE Code T)																					



Wisconsin PBIS Network Data Audit Tool
(Individual Building)

District & School Completing Form _____ Person Completing Form _____

Data Source:	Data:	Year Three:							Year Four:							Year Five:						
http://dpi.wi.gov/lbstat/pubdata2.html	Building Total Enrollment																					
http://dpi.wi.gov/sig/index.html	WKCE (3rd-8th, 10th) Scores (% Proficient and Advanced)	3 rd _d	4 th _h	5 th _h	6 th _h	7 th _h	8 th _h	10 th _h	3 rd _d	4 th _h	5 th _h	6 th _h	7 th _h	8 th _h	10 th _h	3 rd _d	4 th _h	5 th _h	6 th _h	7 th _h	8 th _h	10 th _h
	Class of (i.e. 2010)																					
	Reading																					
	Math																					
	Language Arts																					
	Science																					
	Social Studies																					
ISES	Graduation Rate for Last Academic Year (HS only)	#			%				#			%				#			%			
http://dpi.wi.gov/sig/index.html	Drop Out Rate for Last Academic Year (HS only)	#			%				#			%				#			%			
	Discipline	# of Events		# of Days		# of Students			# of Events		# of Days		# of Students			# of Events		# of Days		# of Students		
From Building	Office Discipline Ref. (ODRs)																					
From Building	In-School Suspension																					
From Building	Out-of-School Suspension																					
From Building	Expulsion																					
http://dpi.wi.gov/lbstat/pubdata2.html and ISES	Enrollment/IEPs by Ethnicity	Enrollment		IEP		Enrollment		IEP		Enrollment		IEP		Enrollment		IEP						
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%					
	American Indian/ Alaskan Native																					
	Asian/Pacific Islander																					
	African American (not Hispanic)																					
	Hispanic/Latino																					
	White (not Hispanic)																					
From Building	Students Referred for Special Education Testing	#		%				#		%				#		%						
From Building	# of Students Qualified for Special Education Services (IEPs)	#		%				#		%				#		%						
ISES	Education Environment (EE)	#		%				#		%				#		%						
	Regular Class at Least 80% (EE Code A)																					
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	Separate Public/Private Day School (EE Codes D, E)																					
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