

Montana Data Audit Tool

(Individual Building or District)

Adapted from Illinois PBIS Network Data Audit Tool www.pbisillinois.org 2010

Directions:

1. Collect and review the following data for either an individual building or all buildings in the district. Use the questions below to discuss priorities for building or district planning.

District Name and #: _____

Building: _____

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?

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 Student Placements in Restrictive Settings Decreasing?

What is the ethnicity breakdown for students with IEPs?
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?
Is the % of students receiving educational services in most restrictive

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Directions:

2. Collect and review the following data for either an individual building or all buildings in the district.
3. Consider the following questions to discuss priorities for building or district planning:
 - a. What are the trends in the academic data?
 - b. What are the trends in the discipline data?
 - c. Are certain groups, by ethnicity or disability, over represented in IEP, LRE, or discipline data?
 - d. Other trend data to be considered: ELL, attendance, free & reduced lunch, etc.

District Name and #: _____

Building: _____

Person Completing: _____

Data Source:	Data:	Baseline: _____							Year One: _____							Year Two: _____						
	Building or District Total Enrollment																					
AYP Report Card	CRT (3rd-8th & 10th) Scores (% Meets and Exceeds)	3 rd	4 th	5 th	6 th	7 th	8 th	10 th	3 rd	4 th	5 th	6 th	7 th	8 th	10 th	3 rd	4 th	5 th	6 th	7 th	8 th	10 th
	Class of (i.e. 2010)																					
	Reading																					
	Math																					
	Science																					
District Public Report/CSPR	Graduation Rate for Last Academic Year (HS only)	#			%				#			%				#			%			
CSPR/District Public Report	Drop Out Rate for Last Academic Year (HS only)	#			%				#			%				#			%			
From Building(s)	Students Repeating Same Grade Level	#			%				#			%				#			%			
	Discipline	# of Events		# of Days		# of Students			# of Incidents		# of Days		# of Students			# of Incidents		# of Days		# of Students		
From Building(s)	Office Discipline Referrals																					
From Building(s)	In-School Suspension																					
	Out-of-School Suspension																					
	Expulsion																					
M&A website (Enrollment); Child Count (IEPs)	Enrollment/IEPs by Ethnicity	Enrollment		IEP				Enrollment		IEP				Enrollment		IEP						
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%					
	American Indian																					
	Asian																					
	African American																					
	Hispanic/Latino																					
	Pacific Islander																					
	White																					
	Other																					
From Building(s)/District	Students Referred for Special Education Testing	#		%				#		%				#		%						
Child Count	# of Students Receiving Special Education Services (IEPs)	#		%				#		%				#		%						
Child Count	Least Restrictive Environment (LRE)	#		%				#		%				#		%						
	80% or more Inside Regular Class																					
	40%-79% Inside Regular Class																					
	Less than 40% Inside Regular Class																					
	Separate Day School																					
	Residential/Home/Hospital Setting																					