



data worksheet for school improvement planning

step 1. defining goals

What school improvement goal or initiative are you analyzing?

What outcomes do you need to measure?

step 2. identifying purpose

What is the purpose of the analysis? (e.g., to inform an initial needs assessment, to produce a mid-point progress report or end of the year summary)

step 3. determining audience

Who will use the analysis? (e.g., students, parents, teachers, administrators)	How will this population use the analysis?

step

4. outlining questions and benchmarks

What key questions related to the school improvement goal or initiative will the analysis seek to answer?

List succinctly in order of priority. These questions will be expanded upon in Step 5.

- 1.
- 2.
- 3.
- 4.
- 5.

Are there any pre-existing goals or benchmarks for your given initiatives? (e.g., goal of X% participation in a specific program)

step

5. collecting data

What data are needed to answer the key questions (Step 4, above) related to the school improvement goal or initiative?

Do you have these data readily available? If not, what collection method should be employed to gather the data?

Below is a list of common metrics used for school improvement initiatives. These metrics may be part of the analysis used to answer the key questions from Step 4. The level of the data needed (student, grade, school, district) will vary based upon your specific research question.

demographic characteristics-related school improvement initiatives

Common Data Points	What is the data source and location?	Who is responsible for collecting?	How often is it collected/ updated?	How many years of data are needed/ available?	What can be learned from this metric?
Demographics					
Student identification number					
Gender					
Race or ethnicity					
Date of birth					
Classification					
ELL/LEP status					
Special education status					
Gifted or talented status					
Eligibility for free or reduced-price lunches					
Homeless or migrant status					
At-risk status					
Enrollment					
Grade					
School					
Transportation status					

student learning-related school improvement initiatives

Common Data Points	What is the data source and location?	Who is responsible for collecting?	How often is it collected/ updated?	How many years of data are needed/ available?	What can be learned from this metric?
Academic Intervention					
Participation in an intervention program (e.g., <i>Read 180</i>)					
Performance					
Scores on standardized or other common assessments					
Course grades and/ or GPA					
College and Career Readiness					
Enrollment in advanced courses (e.g., <i>AP or IB</i>)					
Participation rates on college-entrance examinations (e.g., <i>SAT or ACT</i>)					
Scores on college-entrance examinations					
On-time grade promotion					
On-time graduation status					
Dropout status					
College application status					
College acceptance status					
First-year postsecondary retention and performance					
Behavior					
Scores on social-emotional learning assessments					
Attendance					
Disciplinary actions (e.g., <i>detentions and/or suspensions</i>)					

student environment-related school improvement initiatives

Common Data Points	What is the data source and location?	Who is responsible for collecting?	How often is it collected/ updated?	How many years of data are needed/ available?	What can be learned from this metric?
Student, teacher, parent, community feedback on school climate surveys					
Parent attendance at school/district events					
Teacher and staff member attendance at school/district events					
Per student staff counts: administrators, teachers, and support staff					
Percentage of teachers who meet the federal definition of highly qualified					
Percentage of teachers who meet or exceed expectations (based on performance evaluation data)					
Teacher/staff retention rates					
Dollars invested in technology infrastructure or improvements					
Dollars invested in capital expenditures					
Response time to maintenance problems					

Once steps 1-5 have been completed, the staff responsible for planning the evaluation may need to work with other divisions and/or external partners to complete the remaining steps of the planning process.

step 6. establishing timelines

When is the analysis needed?

List a general timeframe and/or dates of any key meetings or presentations, if known.

Should there be a regular cadence for reporting on these metrics?

Hanover Research provides information that allows K-12 administrators to make research-based decisions, with greater confidence, more quickly.

Email info@hanoverresearch.com to learn how Hanover can help your school or district apply research to inform your initiatives.