

Indicators for the School Profile¹

Use for the needs assessment

This table contains possible indicators that can be used to complete the school profile that is part of the needs assessment process, and also can be used to develop the schoolwide plan.

Student Demographics	Possible Indicators
<input type="checkbox"/> Enrollment	The number of students in the school; students in special programs (Title I, special education, gifted and talented), by ethnicity or other meaningful categories.
<input type="checkbox"/> Daily Attendance	Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes.
<input type="checkbox"/> Mobility/Stability	The mobility rate is the percentage of children who move in and out of a school during a year. The stability rate refers to the percent of students who remain in the same building for the entire year.
<input type="checkbox"/> Socioeconomic Status	Percent of students receiving free and reduced lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc.
<input type="checkbox"/> Student Behavior	The number or percentage of discipline referrals or incidents; the number or percentage of student suspensions and expulsions; frequency of gang-related, substance abuse or other at-risk behavior.
<input type="checkbox"/> Limited English Proficiency	The percentage of students with limited English proficiency. The percentage of families who speak English as a second language.
Student Achievement	Possible Indicators
<input type="checkbox"/> Academic Performance	State and local tests; levels of proficiency attained; progress on desired outcomes: results of performance assessments or student portfolios, examples of student work, classroom assessments and grades.
<input type="checkbox"/> Other Performance-based Data	Information from portfolios, exhibits, performance assessments that describe student standards-based achievement.

¹ Adapted from *Creating a School Profile*, RMC Research Corporation, Denver, Colorado ,1998.

<input type="checkbox"/> Multi-year Trends	Academic achievement data from several years
<input type="checkbox"/> Completion Rates	Promotion/graduation rate, retention rates
<input type="checkbox"/> Comparative Data	Performance of disadvantaged students against all other meaningful categories of students in the school or in the district; comparison of performances of students in various ethnic or programmatic subgroups (i.e., students with learning disabilities, limited English speakers, migrant students, etc.).
<input type="checkbox"/> Post Secondary	Number or percent of students attending and/or completing post-secondary schools; number or percent of students accepted in the armed forces.
Curriculum and Instruction	Possible Indicators
<input type="checkbox"/> Learning Expectations	Expectations that are communicated to the community, teachers, parents and students about what students can and should learn, including written standards, goals or benchmarks that reflect classroom and school practice and are based on State standards.
<input type="checkbox"/> Instructional Program	Instructional activities, programs or strategies used to teach the State content and achievement standards.
<input type="checkbox"/> Instructional Materials	The amount and quality of instructional materials, including textbooks, supplementary resources, publication dates of the grade level-adopted texts; the extent to which available materials are consistent with State standards.
<input type="checkbox"/> Instructional Technology	The extent to which teachers use technology as a means to increase student achievement; type of computer system(s) available to students, faculty and administration for instructional purposes; availability of modern equipment, software and printers, especially appropriate adaptive devices and software tools to serve the needs of students with disabilities.
<input type="checkbox"/> Support Personnel	Supplementary use of paraprofessionals and other staff; available professional and paraprofessional staff to assist students, particularly the lowest achieving, to include students with disabilities, and those with limited English proficiency.
High-quality Professional Staff	Possible Indicators
<input type="checkbox"/> Staff Preparation	Number of teachers, administrators, years of teaching or administrative experience; types of certificates held, other special skills or knowledge.

<input type="checkbox"/> Staff Specialists, and other Support Staff	Number of content or program specialists such as reading teachers, mathematics or science specialists, counselors or psychologists, social workers, health staff, etc.
<input type="checkbox"/> Professional Development	The existence of district and school-level professional opportunities available to teachers; the number of professional days or district resources dedicated to professional development; evaluations of professional development sessions and the amount of teacher-generated professional development.
<input type="checkbox"/> Staff Demographics	Ethnicity, gender breakdowns of staff and administration, retirement projections, and an analysis of whether the ethnicity of the school staff reflects the same ethnic groups as students.
<input type="checkbox"/> School Administrators	Number of administrators and roles; years of experience, specialized training and advanced degrees.
Family and Community Involvement	Possible Indicators
<input type="checkbox"/> Parental Involvement	Evidence of a parental involvement plan for volunteering, home learning activities, program review and development.
<input type="checkbox"/> Communication with Parents	Amount and frequency of information disseminated to parents, and the quality of information disseminated; use of multiple languages.
<input type="checkbox"/> Parent Community Roles	Amount and frequency of opportunities for involvement in decision-making.
<input type="checkbox"/> Parent Training	The type of training opportunities offered to parents; parent workshop evaluations; evidence of teachers trained in parental involvement.
<input type="checkbox"/> Support for Families	Availability of information, training and services to adequately address the educational needs of students with learning disabilities or special educational needs as a result of poverty, limited English proficiency, or migratory life style.
<input type="checkbox"/> Health Services	Availability of school-linked health and social services for students and families, including counselors, psychologists, medical professionals, and nurse practitioners.
School Context and Organization	Possible Indicators
<input type="checkbox"/> School Mission/Vision	Statement of the underlying philosophy of the school.

<input type="checkbox"/> Average Class Size	Staff/child ratio, average class size, computed by grade or grade spans.
<input type="checkbox"/> School Climate	The quality of student-teacher interactions, student attitudes toward school, teacher job satisfaction, teacher expectations and beliefs about what students can accomplish.
<input type="checkbox"/> Coordination Plan	A description of the activities conducted to ensure that students' instructional day or program is coordinated so that student learning is not fragmented.
<input type="checkbox"/> Management and Governance	The presence of engaged principals, teacher input into decision-making, the organization of teachers by teams.
<input type="checkbox"/> Student Discipline Policy	Clearly defined and articulated student management and discipline policy, including policies that pertain to students with disabilities.