Discussion Guide
for the
NDPC-SD Data Tools

DRAFT

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Discussion Guide for the NDPC-SD Dropout Data Tools

Introduction

Welcome to the discussion guide for the ***NDPC-SD Data Tools*** (AKA "the Tools"). The Tools are Microsoft Excel workbooks, each of which contains one or more analytical worksheets to help a school team organize, examine, analyze, understand, and share their school's data related to graduation and dropout (school completion). The five tools in this set are: the ***Core Data Tool***, the ***Graduation and Dropout Tool***, the ***Attendance Tool***, the ***Academics Tool***, and the ***Discipline Tool***. This discussion guide contains directions for using the Tools as well as a series of investigative questions (the "NDPC-SD Data Probes"), which are intended to stimulate in-depth exploration of, and conversations about your data.

The best strategy for using the Tools is to begin with the ***Core Data Tool***, which will help you identify the area(s) that merit a closer look. Then, informed by this first cursory look, use whichever of the other tools you need to disaggregate your data further. This approach will help you narrow down your search for the factors that are adversely impacting graduation and dropout in your school. It will also save you from having to use every one of the tools to dig through data that might not be of much help in identifying and addressing the issues in your school.

In that same vein, please note that some of the Tools contain a number of worksheets, which can make them appear more burdensome than they really are! **You do not have to use every worksheet in every tool**—pick and use just those which are appropriate in the particular context of your school! The choices are all there because context and needs can vary so greatly from school to school.

Note: There are middle- and high-school versions of all tools that examine data by grade.

Structure of the Tools

We strongly recommend that schools beginning a school completion initiative should examine data from the three years prior to the current year in order to understand the trends in their data. Doing so will allow a school team, to make an informed selection of an appropriate research-based intervention or interventions and also will help determine the tier of implementation that will best suit the students' needs. We recommend too that, as you implement your initiative, you track the same basic pieces of data that you will analyze in this exploratory step. Ongoing monitoring of these indicators will do two things: 1) help you determine how well the initiative is working as well as areas in which you might need to adjust what you are doing and 2) let you chart and tell the story of your initiative's impact on student outcomes in your school.

We are assuming that users of these tools possess a basic familiarity with Excel. For example, you should understand that the tabs at the bottom of the Excel screen lead to different worksheets. You should also know how to zoom in and out on a worksheet, move around a worksheet with the mouse, and use the "Print" command to print the data tables or charts. If you want to go beyond what the Tools currently do, you probably will need a bit more expertise; however, to use the tool as it is, you really don't need to be an Excel wizard!

Each of the Tools contains multiple worksheets, which may be accessed by clicking on the colored tabs located at the bottom of the Excel window. Each worksheet contains one or more data tables into which you can enter data. The worksheets calculate various gaps, rates, ratios, and sums from your data. Examining these and working through the Data Probes in this guide can help you pinpoint areas of need, as well as strengths. The information you uncover through use of the Tools will help inform the design of your school's initiative.

Note on entering data: You can enter data only into the cells that are shaded **white**. You will see that the blue-shaded cells perform automatic calculations using the data you enter.

Most of the cells in these worksheets are protected, which means that you will not be able to change their contents. If, for any reason, you need to change a label or other item in a protected cell, you will need to unprotect that worksheet. There is no password protection on the workbook; simply go to the "Review" tab in Excel and choose "Unprotect." Before you make such changes though, it is advisable to save the worksheet and work on a copy of the file. Also, after you have made your necessary changes, it is advisable to protect the sheet again.

As you enter data in the Tools, you will see that it is automatically populated into a series of charts and graphs. These will facilitate your examination, discussion, and sharing of the data with your team members and stakeholders. Each data entry table, when printed, also provides a convenient and clear record of the information you entered.

Note on printing tables: The data tables are formatted to print on letter-sized paper.

Note on working with charts: All of the charts generated by a tool are located in the "Charts" worksheet of that tool. From this worksheet, you can view, copy, or print any of the individual charts generated by the tool. To print a chart, go to the "Charts" tab, select the chart you wish to print, and then use Excel's "Print" command.

The NDPC-SD Data Probes are embedded in the sections of this discussion guide. They consist of sets of questions intended to stimulate thought and discussion about the various pieces of data related to school completion and to help you make meaning of your data. As you work with the Tools, consult the Data Probes and use them to help you get a better perspective on

what the data are telling you. They can help you think through the data and will support the identification of areas of need among your students.

I. The *Core Data Tool*

The ***Core Data Tool***, as the name suggests, collects a set of basic, core information about graduation and dropout related topics. There are four worksheets in this tool: ***Release notes***, ***School info***, ***Core data***, and ***Charts***. This tool is basically a screening device that will help you begin examining your school's data. It includes the major factors that impact school completion and will help your team identify those that merit a more in-depth examination. We consider the data elements in this tool to be the minimum information needed to begin identifying the focus of a school completion initiative.

The first worksheet in the tool, entitled ***Release notes***, contains a formatted, printable set of brief instructions about using the workbook. See Figure 1.

The second worksheet in the tool, called ***School info***, collects some basic information about your school and the years of data that you will be examining with the tool (see Figure 2). This second worksheet populates cells in the rest of the worksheets, so you should complete this worksheet before continuing on to the other worksheets. Start by entering the calendar year in which this current school year began. When you do so, Excel will generate the data labels in the subsequent worksheets. Next, enter your school's enrollment information about students with disabilities (SWD) and students without disabilities (SWoD). Continue on to the ***Core data*** worksheet in this tool.

Core Data Worksheet

The ***Core data*** worksheet is organized into five basic sections: graduation, dropout, attendance, academic proficiency on state English and mathematics assessments, and disciplinary data. Each section asks for three years of data for the student groups in your school as well as the state (or local) target for that type of data. Using this worksheet will give you a high-level overview of how your school is doing in those five basic areas. Seeing your school's performance via this tool will help you determine the area or areas in which you will want to focus your attention and drill down more deeply.

The five topics included in this tool are addressed in greater detail by the other Data Tools. Those tools offer many more ways to disaggregate the data and facilitate the discovery of more detailed patterns and trends than does this tool. Subjecting the data to such scrutiny can support your understanding of areas in which universal interventions might support school-wide improvement and of areas that would require targeted interventions for particular groups of students.

As you look through the ***Core Data Tool*** and the other four tools in this collection, you will see that they ask for data disaggregated by IEP status: (SWD or SWoD) as well as for all students.

Ideally, you will have all three categories of information. At the least, you will probably have data for your students with disabilities and for all students. It is alright if that is all you have.

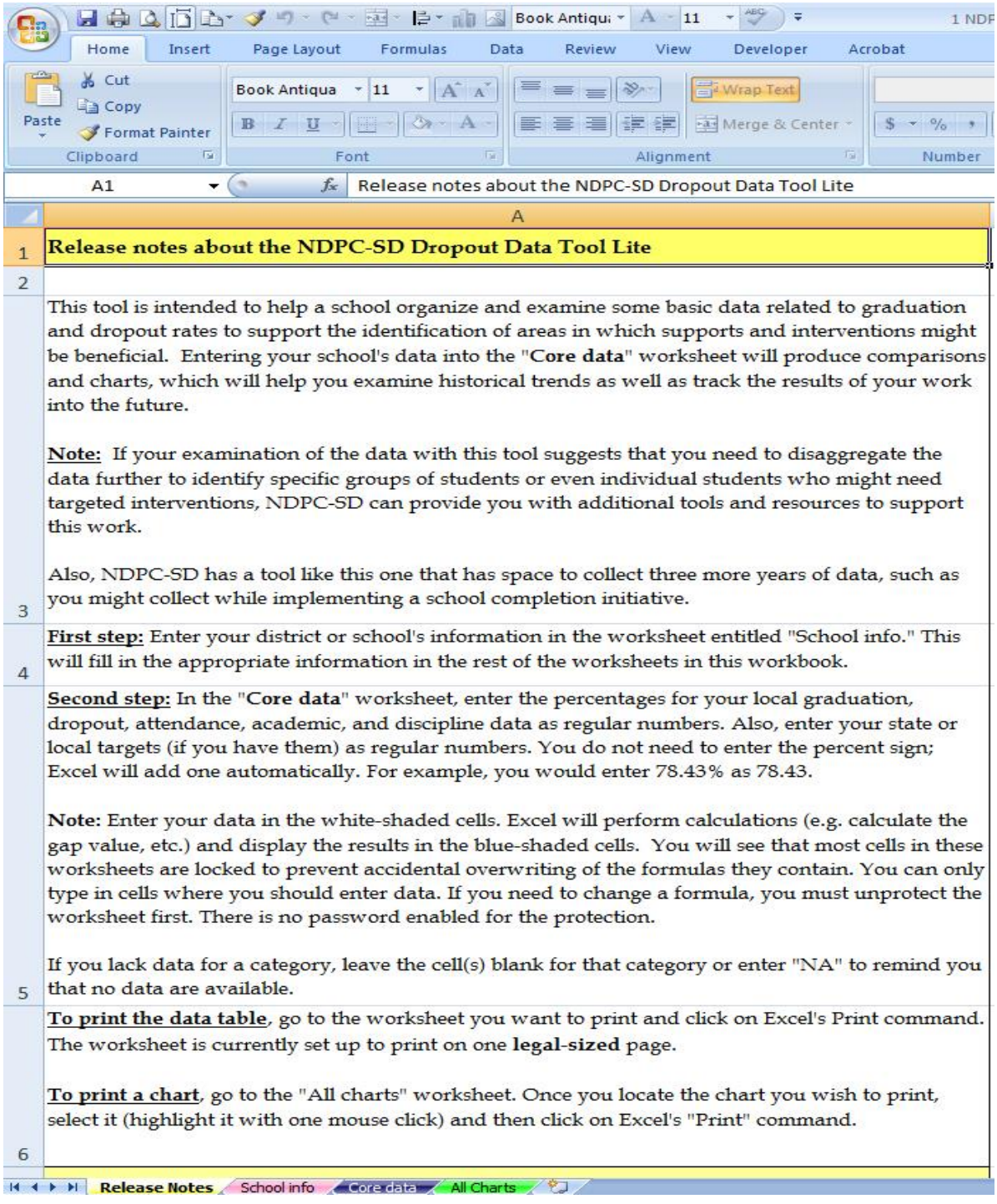


Figure 1
***Core Data Tool:* The *Release notes* Worksheet**

A	B	C	D
Please enter the information about your school in the white cells, below. It will populate the rest of the sheets in this workbook.			
Your state	Vermont		
Your school district	Hoosick		
Your school's name	Benmont High		
Please enter the 4-digit calendar year in which **THIS** schoolyear began.	**2013**		
	School Year		
Your enrollment data	**2010-11**	**2011-12**	**2012-13**
# of students with disabilities (SWD)	68	77	89
Total enrollment (calculated)	489	567	635
# students without disabilities (calculated)	421	490	546
SWD comprise what % of total enrollment (calculated)	13.9%	13.6%	14.0%

Figure 2
Core Data Tool: **The *School info* Worksheet**

The ***Core Data Tool*** generates 22 charts based on the data entered. For four of the five factors, the tool will generate a series of four line graphs depicting the 3-year trend in each of the following: the rates for SWD, SWoD and all students; the performance gap between SWD and SWoD; the performance of SWD compared to the state targets; and all-student performance compared to state targets. For Office and Disciplinary Referrals, the tool generates two graphs: the rates, by group, across three years and the Referral Rate Ratios for three years. These charts are located in the C***harts*** section of the tool.

Entering Data in the *Core Data* Worksheet Graduation and Dropout Sections
Enter your graduation and dropout rates for students with disabilities, students without disabilities (if available), and all students in the white-shaded cells of the ***Core Data*** worksheet. Figure 3 shows the top portion of this worksheet, where you will enter data for graduation, dropout and attendance rates. Also enter your state's targets for graduation and dropout. If your state does not have dropout rate targets, under ESEA, leave those cells blank.

After you've entered the data, you will see that the worksheet has calculated the gap in performance between SWD and all students. This gap information can help you determine whether you need to concentrate effort on improving outcomes for youth with disabilities, or whether a more universal approach might be adequate to improve graduation and dropout rates in your school. Look at the graphs of the graduation and dropout rates to determine whether there are trends in your data. Look too at the comparisons to targets and the graphs of the gap values. Figure 4 shows an example of a gap chart for dropout rates.

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Enter your whole-school data in the white-shaded cells. Excel will write calculated values in the blue-shaded cells of these tables.												
2	Hoosick School District / Benmont High	2010-11 rate	2011-12 rate	2012-13 rate	2010-11 Target	2011-12 Target	2012-13 Target	2010-11 target met?	2011-12 target met?	2012-13 target met?	2010-11 Distance from target	2011-12 Distance from target	2012-13 Distance from target
3	**Graduation rates**												
4	Students with disabilities (SWD)	58.0%	59.1%	60.5%	85.0%	85.0%	85.0%	No	No	No	-27.0%	-25.9%	-24.5%
5	Students without disabilities												
6	All students	84.0%	85.0%	88.0%	85.0%	85.0%	85.0%	No	Yes	Yes	-1.0%	0.0%	3.0%
7	Gap: SWD and all students	26.0%	25.9%	27.5%									
8													
9	**Dropout rates**												
10	Students with disabilities (SWD)	11.0%	10.5%	8.1%	10.0%	9.0%	8.0%	No	No	No	-1.0%	-1.5%	-0.1%
11	Students without disabilities												
12	All students	7.2%	7.5%	6.7%	NA	NA	NA	NA	NA	NA	#VALUE!	#VALUE!	#VALUE!
13	Gap: SWD and all students	3.8%	3.0%	1.4%									
14													
15	**Attendance rates**												
16	Students with disabilities (SWD)	74.0%	78.0%	83.0%	94.0%	94.0%	94.0%	No	No	No	-20.0%	-16.0%	-11.0%
17	Students without disabilities												
18	All students	97.0%	95.0%	94.0%	94.0%	94.0%	94.0%	Yes	Yes	Yes	3.0%	1.0%	0.0%
19	Gap: SWD and all students	23.0%	17.0%	11.0%									

Figure 3
***Core Data Tool:* The *Core Data* Worksheet (top portion)**

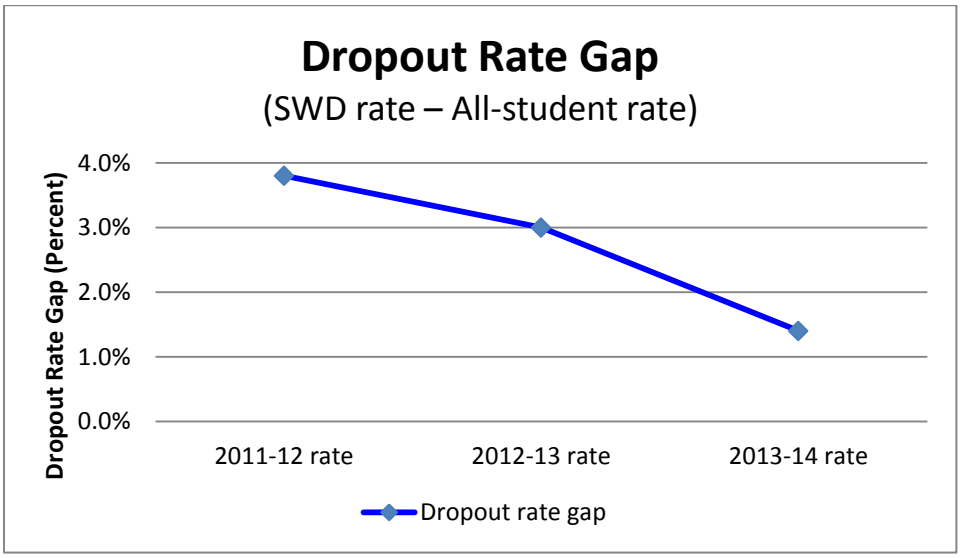


Figure 4
Gap Chart of Dropout Rates

Note about graduation and dropout data: When you look up or otherwise obtain your school's graduation and dropout data, be sure to verify that the same formula was used to calculate each rate for all of the years. Also, make sure that there were no other changes in the measurement or the data across the years, as such changes could invalidate comparison between the "before" and the "after" years. Examples of other sorts of changes that could cause this problem are changes in the time period over which data were collected, a change in

the group of youth included in a particular calculation, or other changes in definitions related to graduation or dropout. Keep a record of the exact formulas used to calculate each rate used in your school. If changes were made in the calculations or other aspects of the measurement, note the year in which they occurred so other people examining the data are aware of them.

Core Data Probes for Graduation:

- Were the same calculations and data set used to arrive at all of these rates? Check with your local and/or State data manager.
- What patterns or trends are visible in the graduation rates for students with disabilities, students without disabilities, and all students across the last three years? Look at the "Graduation Rate Trend" charts.
- Are there differences among the rates for different groups? Look at the "Graduation Rate Gap" chart.
- Did the school meet its graduation rate target? Look at the "Comparison to State Targets" charts. How far above or below the targets were the rates for the three years?
- What local initiatives are underway to address graduation/school completion?
    - Do these specifically include youth with disabilities?
    - Are the interventions in these initiatives tiered in their intensity (i.e., universal, targeted, or intensive)?
    - How well are the initiatives working?
    - How are these initiatives evaluated to assess their impact and effectiveness?
    - Are evaluation data used to adjust the interventions if this is needed?

Core Data Probes for Dropout:

- Were the same calculations and data set used to arrive at all of these rates? What patterns or trends are visible in the dropout rates for students with disabilities, students without disabilities, and all students across the last three years? Look at the "Dropout Rate Trend" charts.
- Are there differences among the rates for different groups? Look at the "Dropout Rate Gap" chart.
- Does your school have targets for all-student dropout rates, or just for students with disabilities?
    - Did the school meet its dropout rate target? Look at the "Comparison to State Targets" charts.

Entering Data in the *Core Data* Worksheet Attendance Rates Section

Enter the attendance rates for SWD, SWoD, and all students in your school for the three years prior to the current school year. Also enter your state's attendance rate targets for each of those three years. Examine the trend in each of the rates across three years, as well as the gap between SWD students and all students. If your school's rates are lower than the targets, or you see a decline in attendance across the three years or a gap of more than a few percentage points between SWD and all students, you should later use the "Attendance Tool" to get a deeper understanding of the problem. That tool will help you drill down into the attendance

data to assess the magnitude of the problem as well as to identify the groups of students that might need a more intense intervention to address their attendance.

Core Data Probes for Attendance:

- What pieces of data does your district/school track about attendance?
- At what level are these data collected and tracked (i.e., by school building, by grade, at the individual student level)?
- What were the attendance rates for SWD, SWoD, and all students over the last three years?
    - Has the attendance rate increased or decreased over the last three years?
    - See the attendance rate trend, gap charts and comparison to targets charts. Do any trends emerge from the data?
    - Are there differences in attendance rates between SWD and SWoD?
- Did the school meet the state's attendance targets?

Entering Data in the *Core Data* Worksheet: Academic Performance in English and Math Section

Enter your school's proficiency rates on the state English/ELA and mathematics assessments in the white cells in this section of the worksheet. If your school or district favors a particular diagnostic assessment, these scores may be used instead of the state tests as long as there are established performance targets to which the proficiency/pass rates may be compared. Figure 5 shows the lower portion of the ***Core data*** worksheet. If the data indicate a problem or discrepancy, you should dig deeper using the "***Academics Tool***."

Core Data Probes for Academics:

- Look at the trend and gap charts for academics. What trends or patterns are evident in the rates of proficiency on the state English and math assessments for students with disabilities, students without disabilities, and all students?
- Look at the gap charts. Are there performance gaps between the groups of students?
- Did the school achieve its academic performance targets for the last three years?
- Do you see a trend in the distance above or below the target across the years?

Entering Data in the *Core Data* Worksheet: Discipline Data Section

You will see that the enrollment data for students with disabilities, students without disabilities and all students in your school was copied into this workbook from the ***School Info*** worksheet. You should enter the number of office and disciplinary referrals (including suspensions/expulsions) for each of these three groups. The tool calculates the referral rates for these groups.

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Enter your data in the white-shaded cells. Excel will write calculated values in the blue-shaded cells of these tables.												
2	Hoosick School District / Benmont High	2010-11 rate	2011-12 rate	2012-13 rate	2010-11 Target	2011-12 Target	2012-13 Target	2010-11 target met?	2011-12 target met?	2012-13 target met?	2010-11 Distance from target	2011-12 Distance from target	2012-13 Distance from target
21	**Academic performance in English/ELA: Percent proficient or above on state assessment**												
22	Students with disabilities (SWD)	56.0%	59.1%	60.4%				Yes	Yes	Yes	56.0%	59.1%	60.4%
23	Students without disabilities												
24	All students	75.0%	76.0%	79.0%				Yes	Yes	Yes	75.0%	76.0%	79.0%
25	Gap: SWD and all students	19.0%	16.9%	18.6%									
26													
27	**Academic performance in mathematics: Percent proficient or above on state assessment**												
28	Students with disabilities (SWD)	43.0%	46.0%	45.0%				Yes	Yes	Yes	43.0%	46.0%	45.0%
29	Students without disabilities												
30	All students	68.0%	72.0%	70.0%				Yes	Yes	Yes	68.0%	72.0%	70.0%
31	Gap: SWD and all students	25.0%	26.0%	25.0%									
32													
33	**Office and disciplinary referrals:**												
34	SWD enrollment in Gr 9 - 12	68	77	89									
35	Students without disabilities enrollment in Gr 9 - 12	489	567	635									
36	Enrollment for all students in Gr 9 - 12	557	644	724									
37	Number of referrals for SWD in Gr 9 - 12	91	113	142									
38	Number of referrals for students w/o disabilities in Gr 9 - 12	610	654	412									
39	Total number of referrals for all students in Gr 9 - 12	701	767	554									
40	**Referral rate for SWD**	1.3	1.5	1.6									
41	**Referral rate for students without disabilities**	1.2	1.2	0.6									
42	**Referral rate for all students**	1.3	1.2	0.8									
43	**Ratio: SWD rate / students w/o disabilities rate**	1.1	1.3	2.5									
44	**Ratio: Rate for SWD / rate for all students**	1.1	1.2	2.1									

Release Notes | School info | Core data | All Charts | Sheet1

Figure 5
***Core Data Tool:* The *Core Data* Worksheet (lower portion)**

Compare the referral rates and note whether the rates are similar or different across the groups. The worksheet also calculates two ratios, which will facilitate these comparisons: the referral rate for IEP students compared to the rate for students without disabilities and the referral rate for IEP students compared to the rate for all students. Ideally, these ratios should be close to one (1). A value greater than 1 indicates that IEP students are referred more frequently than the comparison group. A value less than 1 indicates the opposite—that IEP students get fewer referrals than students without disabilities or all students. If you see high numbers of referrals or high ratios of referral rates, you can use the ***Discipline Tool*** to help identify the reasons for the disciplinary issues in your school.

Data Probes for Discipline:

- Did the overall number of office and disciplinary referrals increase or decrease over the last three years?
- What were the referral rates for students with disabilities, students without disabilities, all students over the last three years? See the chart entitled "Office & Disciplinary Referral Rates."
- What were the ratios of referrals for students with disabilities compared to students without IEPs over the last three years? Look at the chart entitled "Referral Rate Ratios."
    - What were the rates for students with disabilities compared to all students?

- Does there appear to be a disproportionate number of referrals given to students with disabilities compared to other students? If so, how is your school addressing this?

II. Digging Deeper with the *Grad & Dropout Tool*

After your initial examination of the graduation and dropout data, you may find it necessary to look more deeply into who is graduating and who is dropping out. The ***Grad & Dropout Tool*** organizes and charts graduation and dropout rates by race/ethnicity and by grade level (See Figure 6). This tool contains two worksheets: ***Grad & Dropout Rates*** and ***Charts***. The charts show trends in the dropout and graduation rates, by subgroup, across the three years of your data. Knowing which group or groups have low graduation and/or high dropout rates can help you focus your school's interventions.

Looking at dropout by grade level can also help you target interventions to address risk factors for dropping out. Freshman year can be problematic, especially for students with disabilities, due to increased academic expectations and pressures, compared to middle school, and because of the stress of transitioning to a new environment. Look at the charts of these data to see the trends from year to year for each of the grades in your school.

The dropout gap (the dropout rate for IEP students – dropout the rate for all students) provides an index of the disparity in dropout rates between these two groups. A positive value for the dropout gap indicates that students with disabilities drop out at a higher rate than do all students. In Figure 6, you will see that the positive gap values are formatted in red, bold type. This formatting is automatically applied in order to call attention to the positive values.

Additional Data Probes for Graduation:

- Do you see positive or negative trends in the graduation and dropout data?
  - If so, can you link these to a school-completion initiative or to systemic changes, such as statewide adoption of graduation assessments or changes in policies?
- Are there subgroups of students whose graduation rates are higher or lower than other groups' rates? Look at the charts from the ***Grad & Dropout Tool*** to get a better picture and of who is graduating and who is dropping out.

Additional Data Probes for Dropout:

- What are the dropout rates, by grade, for students with and without disabilities?
- What group(s) of students have the highest dropout rates?
- Does your district/school employ an early warning system to identify at-risk youth?
- What local initiatives are under way to address dropout/school completion (e.g., PBIS, Check and Connect, mentoring, parent engagement activities, CTE, vocational education, other programs to engage youth, etc.)?
  - Do these initiatives specifically include youth with disabilities?
  - Do students with disabilities actually participate in them?

- Are the interventions in these initiatives tiered in their intensity (i.e., universal, targeted, or intensive)?
- How well are the initiatives working?
- How are the initiatives evaluated?

	A	B	C	D
1	Overall graduation rates	3 years ago	2 years ago	Last year
2	Students with disabilities (SWD)	48.0%	54.0%	55.0%
3	All students	86.0%	87.0%	89.0%
4	Graduation rate gap (All-student rate minus SWD)	38.0%	33.0%	34.0%
5				
6	Graduation rate by race/ethnicity	3 years ago	2 years ago	Last year
7	American Indian or Alaska Native	70.0%	68.0%	73.0%
8	Asian	94.0%	91.0%	96.0%
9	Black or African American	75.0%	79.0%	81.0%
10	Hispanic/Latino	74.0%	77.0%	79.0%
11	Native Hawaiian / Other Pacific Islander	81.2%	82.4%	84.0%
12	White	90.0%	89.0%	93.0%
13	Two or more races	74.0%	78.0%	79.0%
14				
15	Overall dropout rates	3 years ago	2 years ago	Last year
16	Students with disabilities (SWD)	38.0%	35.0%	34.0%
17	All students	9.3%	11.0%	9.0%
18	Dropout rate gap (SWD rate - All-student rate)	28.7%	24.0%	25.0%
19				
20	Dropout rate by race/ethnicity	3 years ago	2 years ago	Last year
21	American Indian or Alaska Native	28.0%	27.0%	24.0%
22	Asian	2.1%	2.5%	3.6%
23	Black or African American	20.0%	18.0%	17.0%
24	Hispanic/Latino	18.0%	17.0%	17.0%
25	Native Hawaiian / Other Pacific Islander	17.2%	15.7%	15.0%
26	White	7.1%	8.4%	5.4%
27	Two or more races	19.8%	16.4%	14.0%
28				
29	SWD dropout rate, by grade	3 years ago	2 years ago	Last year
30	Grade 9	44.0%	40.0%	37.0%
31	Grade 10	38.1%	32.3%	32.0%
32	Grade 11	30.0%	28.0%	26.1%
33	Grade 12	32.0%	29.5%	28.0%
34				
35	All student dropout rate, by grade	3 years ago	2 years ago	Last year
36	Grade 9	17.0%	18.0%	15.3%
37	Grade 10	9.1%	8.4%	8.0%
38	Grade 11	5.0%	6.0%	6.7%
39	Grade 12	7.1%	9.0%	8.0%
40				
41	Calculated dropout rate gaps, by grade (SWD - all kids)	3 years ago	2 years ago	Last year
42	Grade 9	27.0%	22.0%	21.7%
43	Grade 10	29.0%	23.9%	24.0%
44	Grade 11	25.0%	22.0%	19.4%
45	Grade 12	24.9%	20.5%	20.0%
46				

Grad & Dropout Rates | Charts

Figure 6
Grad & Dropout Tool

If you see high dropout rates among freshmen in your school, try to determine the reasons they are dropping out. If you find that they are unprepared academically for the work expected in ninth grade, consider a diagnostic assessment to screen incoming freshmen. Such data can help ensure that less prepared students receive the remediation and ongoing support that will help them succeed academically through the rest of their high school years. Another strategy for supporting freshmen is the formation of a freshman academy or of career academies that group students who have similar academic interests.

One strategy for building school engagement and peer support is to form small groups of the incoming freshmen and to ensure that those groups have classes/homeroom or other times when they are together. This can increase school engagement by giving the students in each group connection with other students with whom they will share the freshman experience. Having older students serve as mentors to these groups or to individual students is another effective means of increasing student engagement.

III. Digging Deeper with the *Attendance Tool*

The ***Attendance Tool*** calculates attendance and absence rates, by quarter, and offers a way to disaggregate absences and attendance by grade, race/ethnicity and by the number of days students were absent. This tool contains five worksheets: ***Absences by quarter***, ***Absences by grade***, ***Absences by race/ethnicity***, ***Rates by attendance category***, and ***Charts***.

The Attendance by Quarter Worksheet

Figure 7 shows the first worksheet in the ***Attendance Tool***, ***Absences by quarter***. The tool asks for enrollment data for students with disabilities and all students, the number of days in each quarter, and the student absence data. Enter data for as many quarters as you can.

Attendance data	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Number of students with disabilities (SWD) enrolled	64	66	72	78
Total number of students enrolled	568	577	581	590
Number of days in the quarter	45	44	43	46
Total number of days missed by SWD in quarter	183	170	172	165
Total number of days missed by all students in quarter	1428	1420	1303	1289

Calculated absence rates: (% of total instructional time that students missed)	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
SWD absence rate	6.4%	5.9%	5.6%	4.6%
Students without disabilities absence rate	1.9%	2.0%	2.0%	1.9%
All student absence rate	5.6%	5.6%	5.2%	4.7%
Gap in rates between SWD and all students	0.8%	0.3%	0.3%	-0.2%
Gap in rates between SWD and students without disabilities	4.4%	3.9%	3.5%	2.7%

Calculated attendance rates: (% of total instructional time students were present)	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
SWD attendance rate	93.6%	94.1%	94.4%	95.4%
Students without disabilities attendance rate	98.1%	98.0%	98.0%	98.1%
All student attendance rate	94.4%	94.4%	94.8%	95.3%
Gap in rates between SWD and all students	0.8%	0.3%	0.3%	-0.2%
Gap in rates between SWD and students without disabilities	-3.6%	-3.6%	-3.2%	-2.9%

Figure 7
***Attendance Tool* – The *Absences by Quarter* Worksheet**

The Absences by Grade Worksheet

The second worksheet in the tool, ***Absences by grade***, is shown in Figure 8. It asks the user to enter the number of days in each quarter, student enrollment counts and the total number of days absent for the students in each grade, by quarter. This worksheet calculates absence rates for each grade as well as the average number of days missed per student, by grade.

Enter data for as many quarters as have passed. If your school uses different time increments, unprotect the worksheet and change the labels in the data table. If you do this, remember to protect the sheet again once you finish editing.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Year total
Enter the number of days in the quarter	46	43	46	45	180

Enter enrollment counts, by grade	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
9	84	89	82	75
10	79	80	82	79
11	72	77	75	72
12	68	71	68	65
Total enrollment	303	317	307	291

Enter the total number of days absent, by grade, by quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
9	32	41	39	55
10	35	38	35	39
11	41	58	43	47
12	44	61	57	68
Total days absent across the school	152	198	174	209

Calculated Absence rates, by grade	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Gr 9	0.8%	1.1%	1.0%	1.6%
Gr 10	1.0%	1.1%	0.9%	1.1%
Gr 11	1.2%	1.8%	1.2%	1.5%
Gr 12	1.4%	2.0%	1.8%	2.3%

Average # days absent per student, by grade	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Gr 9	0.4	0.5	0.5	0.7
Gr 10	0.4	0.5	0.4	0.5
Gr 11	0.6	0.8	0.6	0.7
Gr 12	0.6	0.9	0.8	1.0

Figure 8
The *Absences by Grade* Worksheet

The Absences by Race/Ethnicity Worksheet

As shown in Figure 9, the ***Absences by race/ethnicity*** worksheet provides a way to disaggregate absence data by racial and ethnic subgroups, by quarter. The graphs generated by these tables show the attendance trends over the years for each subgroup.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Year total
Enter the number of days in the quarter	46	43	46	45	180

Enter enrollment counts, by group, by quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Amer. Indian or Native Alaskan	21	18	20	17
Asian	46	45	44	44
Black or Af. American	67	72	67	65
Hispanic/Latino	53	57	56	51
Native Haw. / Other Pac. Islander	3	3	2	3
White	85	91	90	87
2 or more races	31	34	30	27
Total enrollment	306	320	309	294

Enter the total number of days missed, by subgroup, by quarter	Days Missed in Q1	Days Missed in Q2	Days Missed in Q3	Days Missed in Q4	Year total days absent
Amer. Indian or Native Alaskan	31	35	22	41	129
Asian	13	15	18	19	65
Black or Af. American	46	47	51	66	210
Hispanic/Latino	44	48	39	43	174
Native Haw. / Other Pac. Islander	1	2	1	1	5
White	21	58	63	54	196
2 or more races	27	31	28	29	115

Absence rates, by race/ethnicity, by quarter	Q1	Q2	Q3	Q4	
Amer. Indian or Native Alaskan	3.2%	4.5%	2.4%	5.4%	Am. Ind.
Asian	0.6%	0.8%	0.9%	1.0%	Asian
Black or Af. American	1.5%	1.5%	1.7%	2.3%	BL
Hispanic/Latino	1.8%	2.0%	1.5%	1.9%	HI
Native Haw. / Other Pac. Islander	0.7%	1.6%	1.1%	0.7%	Haw/Pac
White	0.5%	1.5%	1.5%	1.4%	WH
2 or more races	1.9%	2.1%	2.0%	2.4%	2 or more

Average # days absent per student, by subgroup	Q1	Q2	Q3	Q4	
Amer. Indian or Native Alaskan	1.5	1.9	1.1	2.4	Am. Ind.
Asian	0.3	0.3	0.4	0.4	Asian
Black or Af. American	0.7	0.7	0.8	1.0	BL
Hispanic/Latino	0.8	0.8	0.7	0.8	HI
Native Haw. / Other Pac. Islander	0.3	0.7	0.5	0.3	Haw/Pac
White	0.2	0.6	0.7	0.6	WH
2 or more races	0.9	0.9	0.9	1.1	2 or more

Figure 9
The *Absences by Race/ethnicity* Worksheet

This worksheet generates absence rate trend charts for each of the seven race/ethnicity subgroups. An example of one of these charts appears in Figure 10.

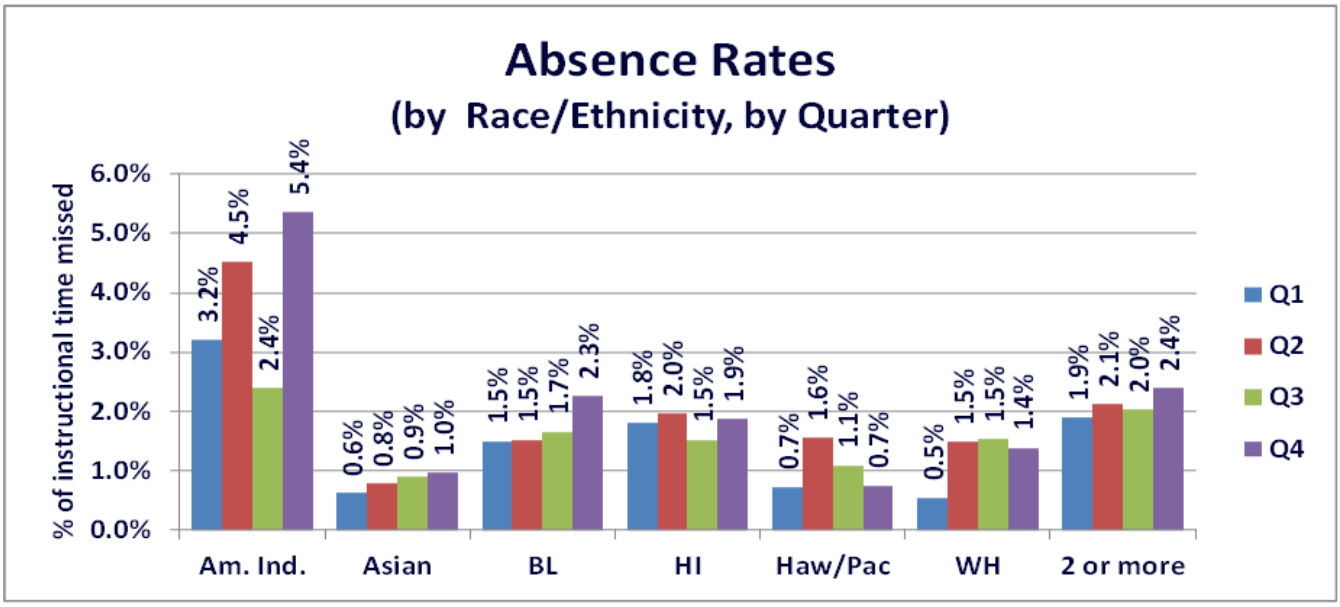


Figure 10
Example of Chart Showing Absence Data by Race/Ethnicity

The Rates by Attendance Category Worksheet

The fourth worksheet in the ***Attendance Tool***, shown in Figure 11, is the ***Rates by attendance category*** worksheet. It breaks absence data into categories, based on the number of days students were absent. The tool does not specify a time period, so you may enter data for whatever time period desired to see the percentage of students that fall into the four categories during that period of time. Figure 12 shows a sample chart generated by this worksheet.

Note: There are data-check cells in this worksheet (shaded pink). These can help you ensure you have entered the correct absence data into the tool.

Examining your attendance data using the ***Attendance Tool*** can help you pinpoint who is not attending as well as the magnitude of the problem. Using these breakdowns by grade level will let you follow the attendance trend of a cohort of students to see how their attendance patterns change through high school. This can help you pinpoint "trouble" years and better plan and concentrate your support and interventions.

In general, students who miss 5 or fewer days of school are not at a great risk for dropping out, based solely on their attendance. Still, they might benefit from universal, school-wide attendance strategies, such as improving school climate, recognizing perfect and improved attendance, and attendance programs that employ a balance of incentives and sanctions. Youth who are absent between 6 and 10 days per year are at a high risk due to their poor attendance.

Their grades are likely suffering because of the absences. These youth might benefit from having to check in with an adult in the school on a daily basis, as well as from other more focused interventions to promote good attendance. Finally, students who are absent between 10 and 14 days need intensive interventions, which might include a mentoring program, attendance/behavior contract, intensive academic supports, and assistance with credit recovery in order to get back on track to graduate. The students who are absent 15 or more days are at very high risk of dropping out. Depending on the attendance policies in your state or district, these students may be at risk of losing academic credit in one or more of their courses. These youth need immediate and intensive interventions, which should include credit recovery as well as perhaps an attendance contract with the school.

Enter your data in the tables below. Excel will calculate absence rates in the tables at right and generate charts (in charts worksheet).

Enter your *First Quarter* data in this table	Breakdown of attendance data by categories of days absent				Data entry check	
	Number of students absent 0 to 2 days	Number of students absent 3 to 5 days	Number of students absent 6 to 9 days	Number of students absent 10 or more days	The row totals below should equal your enrollment from	On the previous worksheet, you said that enrollment for these students
Students with disabilities (SWD) absences					0	0
All-student absences					0	0
Students without disabilities absences	0	0	0	0		

Enter your *Second Quarter* data in this table	Breakdown of attendance data by categories of days absent				Data entry check	
	Number of students absent 0 to 2 days	Number of students absent 3 to 5 days	Number of students absent 6 to 9 days	Number of students absent 10 or more days	The row totals below should equal your enrollment from	On the previous worksheet, you said that enrollment for these students
SWD absences					0	0
All-student absences					0	0
Students without disabilities absences	0	0	0	0		

Enter your *Third Quarter* data in this table	Breakdown of attendance data by categories of days absent				Data entry check	
	Number of students absent 0 to 2 days	Number of students absent 3 to 5 days	Number of students absent 6 to 9 days	Number of students absent 10 or more days	The row totals below should equal your enrollment from	On the previous worksheet, you said that enrollment for these students
SWD absences					0	0
All-student absences					0	0
Students without disabilities absences	0	0	0	0		

Enter your *Fourth Quarter* data in this table	Breakdown of attendance data by categories of days absent				Data entry check	
	Number of students absent 0 to 2 days	Number of students absent 3 to 5 days	Number of students absent 6 to 9 days	Number of students absent 10 or more days	The row totals below should equal your enrollment from	On the previous worksheet, you said that enrollment for these students
SWD absences					0	0
All-student absences					0	0
Students without disabilities absences	0	0	0	0		

Figure 11
The *Rates by attendance category* Worksheet

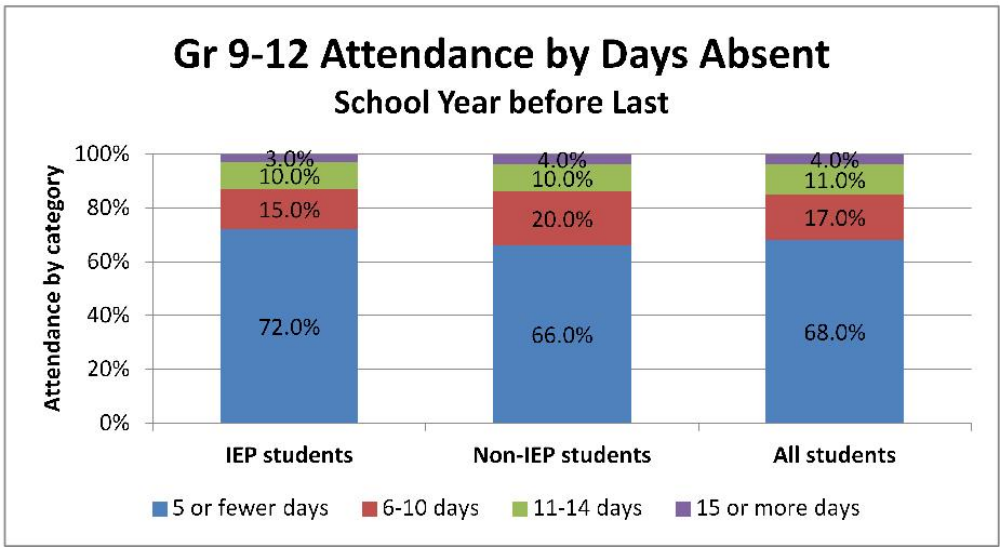


Figure 12
Example of an Attendance Chart, Disaggregated by Number of Days Absent

Additional Data Probes for Attendance:

- Do you see a pattern in attendance/absence rates in the data?
- Are there specific groups of youth who are not attending school or are frequently tardy?
- What patterns emerge when you break down the data by the number of students in each group who missed from 0-5 days; 6-10 days, 11-14 days, and >15 days per year?
- When, during the year, are the highest periods of nonattendance?
- When, during the school day, are the highest periods of tardiness?
- Are there particular classes that students tend to skip?
- What attendance interventions are in place to support these students?
- Are the interventions in these initiatives tiered in their intensity (i.e., universal, targeted, or intensive)?
    - Do these include a balance of sanctions and rewards?
    - How well are the initiatives working?
    - How is the impact of the interventions evaluated?
- Does the school use an attendance monitoring system?
    - If so, how often are the data monitored/analyzed?
    - Besides reporting to the State, what is done with the attendance data (i.e., is the information used to inform policies and procedures)?
- How many days go by before school notifies the parents of a truant of the absences?
- How are parents notified when their child is absent from school?
- How many unexcused days absent must pass before a student is dropped from the school roles or before he or she loses credit for that academic year?
- Does your school track both excused and unexcused absences?
- Has your school examined and analyzed its attendance policies to evaluate which might "push" youth out of school?

IV. Digging Deeper with the Academics Tool

The ***Academics Tool*** contains five worksheets to assist in the examination of pass rates and failure rates in students' English/English Language Arts and mathematics classes, by grade. The worksheets in this tool are: ***On track to graduate***, ***Course pass rates***, ***Course failure rates***, ***Failure rates by race/ethnicity***, and ***Charts***. Examination of this information can help you identify where students are succeeding and where they are struggling with critical academic pieces.

The On-Track to Graduate Worksheet

The ***On track*** Worksheet collects enrollment information, by grade, and the number of students in each grade who are on track to graduate on time, based on their credit accrual at midyear and the end of the year. Note that the calculated cells, "% on track at end of year" and "Change in enrollment since midyear" are conditionally formatted to alert you to any decrease in the percentage of students on track or a decrease in enrollment since midyear. If both values decrease for a particular grade, it could be that students are be dropping out because of academic difficulties. If you see this, it merits a deeper look into the cause of what you are seeing.

This information can help your school forecast graduation rates and, more significantly, identify need for, and put in place, interventions to improve the academic achievement of the students in your school. Figure 13 shows this worksheet.

Enter the enrollment and number of students in each grade who are on-track to graduate on time (i.e., have accrued the appropriate number of academic credits at that stage in their schooling to graduate with their cohort)

Grade	Mid-year enrollment	# on track at midyear	End-of-year enrollment	# on track at end of year
Gr 9	166	145	171	147
Gr 10	143	131	156	124
Gr 11	123	106	122	104
Gr 12	116	102	104	98

Grade		% on track at midyear		% on track at end of year	Change in enrollment since midyear
Gr 9		87.3%		86.0%	5
Gr 10		91.6%		79.5%	13
Gr 11		86.2%		85.2%	-1
Gr 12		87.9%		94.2%	-12

Figure 13
Top Portion of the *Course Pass Rates* Worksheet, Showing English/ELA

The Course Pass Rates Worksheet

This worksheet, shown in Figure 14, asks for pass rate data, by quarter, by grade for students with disabilities and all students. It collects this information for English/English Language Arts and mathematics classes, as these are highly predictive of school completion. Note that Figure 14 shows only the data tables for the English/ELA pass rates. The corresponding table for mathematics is below this in the worksheet, but looks essentially the same as this table. This tool examines data by grade, so there are high school and middle school versions it.

The Course Failure Rates Worksheet

The C***ourse failure rates*** worksheet looks identical to the ***Course pass rates*** worksheet, except that there is no user input required in this worksheet. All the cells in this worksheet are calculated as data are entered in the ***Academics-pass rates*** worksheet of the tool.

Course Passing Rate Data	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Percent of 9th graders passing English/ELA class				
Students with disabilities	69.0%	70.0%	71.0%	70.0%
All students	81.0%	84.0%	85.0%	87.0%
Gap:SWD and all students	12.0%	14.0%	14.0%	17.0%
Percent of 10th graders passing English/ELA class				
Students with disabilities	71.0%	73.0%	71.0%	74.0%
All students	82.0%	82.0%	84.0%	85.0%
Gap:SWD and all students	11.0%	9.0%	13.0%	11.0%
Percent of 11th graders passing English/ELA class				
Students with disabilities	69.0%	69.0%	73.0%	73.0%
All students	83.0%	81.0%	82.0%	84.0%
Gap:SWD and all students	14.0%	12.0%	9.0%	11.0%
Percent of 12th graders passing English/ELA class				
Students with disabilities	71.0%	74.0%	73.0%	75.0%
All students	82.0%	81.0%	85.0%	86.0%
Gap:SWD and all students	11.0%	7.0%	12.0%	11.0%

Figure 14
Top Portion of the *Course Pass Rates* Worksheet, Showing English/ELA

The Failure Rates by Race Ethnicity Worksheet

The ***Failure by race/ethnicity*** worksheet, shown in Figure 15, provides another means to disaggregate the attendance data for your school and plan interventions. It generates two charts, an example of which is shown in Figure 16.

If, in examining the data, you notice problems with English or math at a particular grade level, dig deeper and see whether there are courses that are problematic for students. In this case, examine the curriculum and teaching strategies employed in these courses and see what additional supports might help the students.

Check also to see if there are particular teachers who have higher failure rates than others teaching the same courses. If this is the case, such information might help your school identify professional development areas centered on academic strategies, supports, and interventions from which these teachers might benefit.

Additional Data Probes for Academics:

- What percentages of IEP students, students without disabilities, and all students in each middle and high school grade passed their English class over the last three years?
- What percentages of IEP students, students without disabilities, and all students in each middle and high school grade passed their mathematics class over the last three years?
- What percentages of IEP students, students without disabilities, and all students in each middle and high school grade passed their science class over the last three years?
- Are there specific groups of youth who are struggling academically? If so, can you identify their specific need(s) for intervention?
- What local initiatives are in place to address academic achievement?
    - Do these specifically include youth with disabilities?
    - Are the interventions in these initiatives tiered in their intensity (i.e., universal, targeted, or intensive)?
    - How is the impact of these interventions evaluated?
    - Are evaluation data used to adjust the interventions or curriculum if this is needed?
- What strategies are employed to improve academic performance (e.g., teaching study skills, scaffolding, prompt fading, guided practice, etc.)?
- What sorts of academic supports are available to students with and without IEPs (e.g., homework assistance, tutors, credit recovery, etc.)?
- How well are the initiatives working? Do they need to be augmented or replaced?
- Are there particular teachers who have higher failure rates compared to other teaching the same content?
- What percentage of the teachers in the school are "highly qualified"?
- What sort of professional development is provided to address teaching strategies, instructional design and delivery, or other issues around improving academic achievement?

Enter enrollment counts, by group, by quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Amer. Indian or Native Alaskan	200	225	355	222
Asian	563	555	666	555
Black or Af. American	324	465	443	412
Hispanic/Latino	222	343	366	555
Native Haw. / Other Pac. Islander	454	455	444	644
White	555	535	423	444
2 or more races	353	424	344	233
Total enrollment	2671	3002	3041	3065

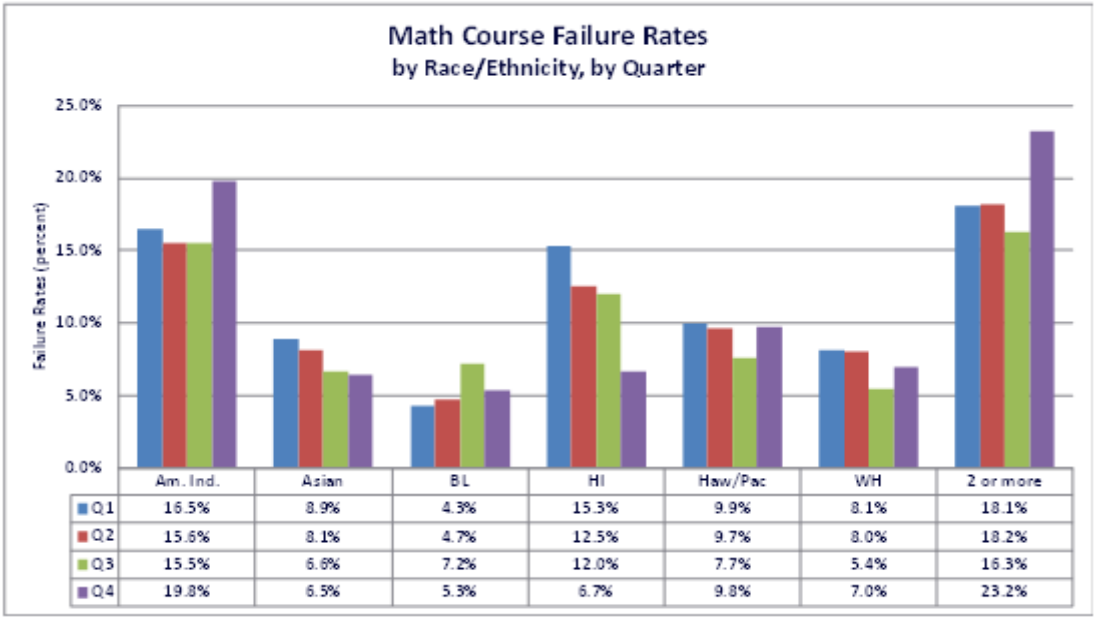
Enter the total number of students failing English/ELA class, by group, by	# Failing in Q1	# Failing in Q2	# Failing in Q3	# Failing in Q4
Amer. Indian or Native Alaskan	50	45	44	36
Asian	14	22	32	22
Black or Af. American	34	43	44	37
Hispanic/Latino	54	44	64	77
Native Haw. / Other Pac. Islander	66	54	55	26
White	64	77	56	54
2 or more races	44	76	22	33
Total number failing	23	361	317	285

Enter the total number of students failing math class, by group, by quarter	# Failing in Q1	# Failing in Q2	# Failing in Q3	# Failing in Q4
Amer. Indian or Native Alaskan	33	35	55	44
Asian	50	45	44	36
Black or Af. American	14	22	32	22
Hispanic/Latino	34	43	44	37
Native Haw. / Other Pac. Islander	45	44	34	63
White	45	43	23	31
2 or more races	64	77	56	54
Total number failing	23	33	33	23

English/ELA class failure rates, by race/ethnicity, by quarter	Q1	Q2	Q3	Q4
Am. Ind.	25.0%	20.0%	12.4%	16.2%
Asian	2.5%	4.0%	4.8%	4.0%
BL	10.5%	9.2%	9.9%	9.0%
HI	24.3%	12.8%	17.5%	13.9%
Haw/Pac	14.5%	11.9%	12.4%	4.0%
WH	11.5%	14.4%	13.2%	12.2%
2 or more	12.5%	17.9%	6.4%	14.2%

Math class failure rates, by race/ethnicity, by quarter	Q1	Q2	Q3	Q4
Am. Ind.	16.5%	15.6%	15.5%	19.8%
Asian	8.9%	8.1%	6.6%	6.5%
BL	4.3%	4.7%	7.2%	5.3%
HI	15.3%	12.5%	12.0%	6.7%
Haw/Pac	9.9%	9.7%	7.7%	9.8%
WH	8.1%	8.0%	5.4%	7.0%
2 or more	18.1%	18.2%	16.3%	23.2%

Figure 15
Failure rates by Race Ethnicity **Worksheet**



	Am. Ind.	Asian	BL	HI	Haw/Pac	WH	2 or more
Q1	16.5%	8.9%	4.3%	15.3%	9.9%	8.1%	18.1%
Q2	15.6%	8.1%	4.7%	12.5%	9.7%	8.0%	18.2%
Q3	15.5%	6.6%	7.2%	12.0%	7.7%	5.4%	16.3%
Q4	19.8%	6.5%	5.3%	6.7%	9.8%	7.0%	23.2%

Figure 16
Chart Generated by the *Failure rates by Race Ethnicity* Worksheet

V. Digging Deeper: The Discipline Tool

There are seven worksheets in the ***Discipline Tool: Referrals by quarter***, ***Referrals by period***, ***Referrals by grade***, ***Reasons for referral by grade***, ***Referrals by type***, ***Referrals by race/ethnicity***, and ***Charts***.

The Referrals by Quarter Worksheet

The first worksheet in the tool, ***Referrals by quarter,*** is shown in Figure 17. Like the discipline section of the ***Core Data*** Worksheet, this asks for enrollment and referral data, and calculates referral rates and ratios. The difference is that this worksheet calculates those things by quarter, rather than by year.

Enter your data in the white shaded cells. Excel will calculate referral rates in the blue shaded cells.				
Office and disciplinary referrals:	**1st Quarter**	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
Students with disabilities (SWD) enrollment	123	126	124	124
Students without disabilities enrollment (calculated)	745	750	765	770
Total student enrollment	868	876	889	894
Total number of referrals for SWD	35	41	40	37
Total number of referrals for students without disabilities	190	226	202	175
Total number of referrals for all students	225	267	242	212
SWD referral rate (referrals per student)	0.3	0.3	0.3	0.3
Referral rate for students without disabilities (referrals per student)	0.3	0.3	0.3	0.2
Referral rate for all students (referrals per student)	0.3	0.3	0.3	0.2
Ratio: SWD rate / students w/o disabilities rate	1.1	1.1	1.2	1.3
Ratio: Rate for SWD / rate for all students	1.1	1.1	1.2	1.3

Figure 17
The ***Referrals by Quarter*** **Worksheet**

The Referrals by Period Worksheet

The second worksheet in this tool, ***Referrals by period*** (Figure 18), collects the numbers of referrals by category, by period. It will help you identify when particular types of incidents tend to occur during the school day. There is no particular time period specified in this worksheet. You may enter and examine disciplinary data for a week, a marking period, or a year, etc.

You may need to add or remove periods or customize the labels for period names in this worksheet. If so, remember that you will have to unprotect the sheet to edit the labels. No password is necessary for this. Just click the "Review" tab and then the "Unprotect Sheet" button. Remember to protect the sheet again after you have finished editing.

Figure 19 shows the chart produced by this worksheet.

Customize the period names as needed then enter the number of referrals, by category, per period.						
Period	Total # of referrals during period	Referrals for minor offenses	Referrals for substance abuse	Referrals for fighting	Weapons or other serious offenses	Checksum
1	15	11	3	1	0	15
2	20	16	2	1	1	20
3	12	8	3	1	0	12
4	15	13	0	1	1	15
5	20	17	3	0	0	20
6	12	9	2	0	1	12
7	16	16	0	0	0	16
8	14	11	3	0	0	14
9	17	12	1	4	0	17
10	21	19	0	2	0	21

Figure 18
The *Referrals by Period* **Worksheet**

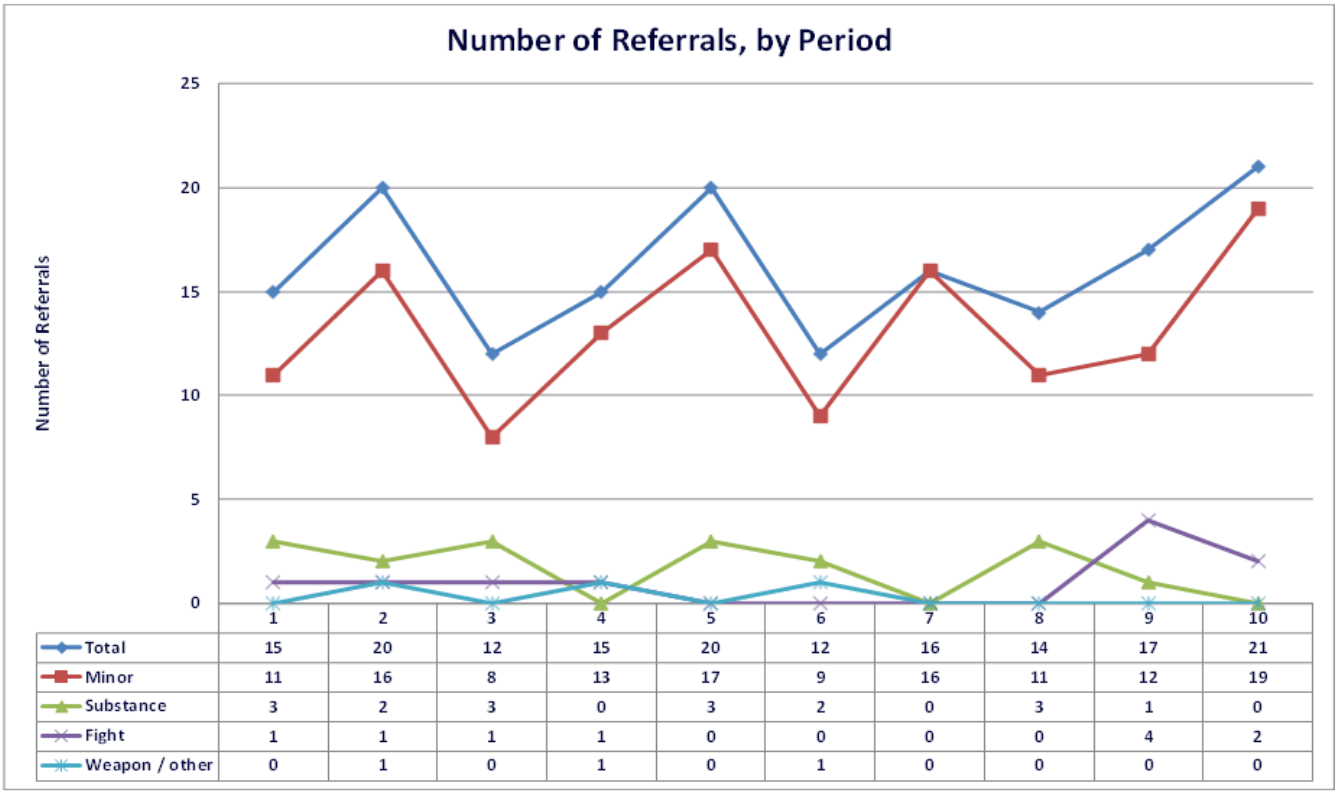


Figure 19
Chart Generated by the *Referrals by Period* Worksheet

The Referrals by Grade Worksheet

The third worksheet in this tool, ***Referrals by grade***, organizes information about referrals by grade, by quarter. Note that there are separate tools for middle school and high school. The high-school version of this worksheet is shown in Figure 20.

Enter the number of referrals by grade, by quarter				
Grade	**Q1**	**Q2**	**Q3**	**Q4**
9	54	33	36	39
10	43	47	41	40
11	47	42	50	41
12	34	46	48	45

Figure 20
The ***Referrals by Grade*** **Worksheet**

The Reasons for Referral, by Grade Worksheet

The fourth worksheet, ***Reasons for referral, by grade (Figure 21)***, collects data about the nature of referrals, by grade. It will help your team visualize the distribution of different types of referrals across the grades. Knowing this can help you understand whether students in one or more grades might benefit from a particular intervention or intensity of intervention.

Grade	Total # of referrals	Referrals for minor offenses	Referrals for substance abuse	Referrals for fighting	Weapons or other serious offenses	Checksum
6	37	32	2	3	0	37
7	46	40	3	2	1	46
8	54	46	6	2	0	54

Figure 21
The ***Reasons for referral, by Grade*** **Worksheet**

The Referrals by Type Worksheet

The fifth worksheet in the tool, ***Referrals by type*** (shown in Figure 22), asks for the enrollment count and the number of each type of referral: office and disciplinary referrals, in-school suspensions, out-of-school suspensions, and expulsions for students with disabilities and all students.

SWD enrollment	Breakdown of disciplinary events	Type of referral			
		ODR	ISS	OSS	Expulsion
123	Number of SWD with at least one instance of:	87	46	25	2
	Total number of this type of incident by SWD:	212	59	32	2

All-student enrollment	Breakdown of disciplinary events	Type of referral			
		ODR	ISS	OSS	Expulsion
868	Number of students (all students) with at least one instance of:	544	172	87	8
	Total number of this type of incident by all students	723	191	100	8

Figure 22
The *Referrals by Type* **Worksheet – Data-entry Table**

As shown in Figure 23, this worksheet calculates three metrics for each of these data points (Referrals, ISS, OSS, and expulsions). We will describe these for Referrals ("ODR"). The first metric, "% of group count," represents the percentage of students with disabilities or all students who received one or more referrals. The second metric, "# per SWD enrolled," represents the average number of referrals received by each student in the group (SWD or all students). The third metric, :# per kid of offenders," represents the average number of referrals received by only those students who had one or more referrals. These three metrics can help your team understand the magnitude of each type of disciplinary incident as well as the distribution of each type of offense among the students in each group (i.e., whether the referrals are distributed fairly evenly across the group or concentrated in a particular group of students. This can help your team determine the mix of and intensity of interventions that might be needed.

Note: You may enter data for whatever period of time you wish to analyze: a marking period, year, etc.

	Calculated percentages and ratios										
	ODRs			ISS			OSS			Expelled	
Students with disabilities	% of group count	# per SWD enrolled	# per kid of offenders	% of group count	# per SWD enrolled	# per kid of offenders	% of group count	# per SWD enrolled	# per kid of offenders	% of group count	# per SWD enrolled
	70.7%	1.7	2.4	37.4%	0.5	1.3	20.3%	0.3	1.3	1.6%	0.0

	Calculated percentages and ratios										
	ODRs			ISS			OSS			Expelled	
All-students	% of group count	# per kid of all enrolled	# per kid of offenders	% of group count	# per kid of all enrolled	# per kid of offenders	% of group count	# per kid of all enrolled	# per kid of offenders	% of group count	# per kid of all enrolled
	62.7%	0.8	1.3	19.8%	0.2	1.1	10.0%	0.1	1.1	0.9%	0.0

Figure 23
The *Referrals by Type* **Worksheet – Calculated Percentages and Ratios Table**

The Referral Type by Race/Ethnicity Worksheet

The sixth worksheet in the ***Discipline Tool***, labeled ***Referrals by race/ethnicity***, disaggregates discipline data by type of incident, by race/ethnicity subgroup. The worksheet is shown in Figure 24.

Enter the number of referrals, by category, for each of the race/ethnicities listed below.	Total # of referrals	Referrals for minor offenses	Referrals for substance abuse	Referrals for weapons or other serious offense
American Indian or Alaska Native	16	12	3	1
Asian	11	9	1	1
Black or African American	23	16	4	2
Hispanic/Latino	25	19	3	2
Native Hawaiian / Other Pacific Islander	4	2	2	0
White	19	14	4	1
Two or more races	11	9	2	0

Figure 24
The *Referrals by Race/Ethnicity* **Worksheet**

Consider the distribution of the disciplinary incidents in your school and whether they are truly serious in nature, or more minor, such as tardiness or a student's lack of school supplies. Look for patterns in the referrals by quarter, class period, grade, and race/ethnicity. Use this information to inform your choice and targets of interventions. Additional information to examine would a breakdown of the frequency of the offenses by particular students, where in

the school incidents took place, and when incidents took place (the ***Referrals by period*** worksheet). These all can help your team target interventions to foster positive behaviors.

Examine too your school's policies and procedures around discipline to identify things that might push youth out of school. Consider whether universal, school-wide strategies would be adequate to address the issues you see, or whether in addition to these, more targeted or intense interventions will be necessary to support particular groups of students or individuals.

Additional Data Probes for Discipline:

- How many office/disciplinary referrals were there for each quarter?
- Are there particular times of day when many referrals tend to be given? Why? What preventive measures could be put in place to reduce the problem?
- Are students in a particular grade or class getting more referrals than other students?
- Who is referring the majority of the youth (i.e., are there a few teachers/staff that refer a lot of students, or are referrals spread among the teachers and staff fairly uniformly?)?
- How many in-school suspensions were there for each grade over the last three years?
- How many out-of-school suspensions were there for each grade over the last three years?
- How many of each category were for youth with disabilities? …non-disabled youth?
- How many of each category were for "repeat offenders" (i.e., are a small number of youth getting the majority of the referrals, or are many students receiving a few referrals?)
- Does the district/school have a behavior program in place (e.g., PBIS)?
- Has your school examined and analyzed its discipline policies to evaluate which might "push" youth out of school?

VI. Additional Data Probes Not Represented in the Tools

Data probes for Transition Services

- Do students in the school have the option to direct their own IEP process?
- How much input do students have in charting their plan of study?
- Does the IEP process address factors that put students at risk for dropping out?
- Do IEPs include short-term objectives and/or annual goals to support students in achieving their post-school goals?
- What percentage of youth with IEPs achieve the outcomes in their transition plan?
- What transition assessment(s) and interest inventories are used with the students?
    - Are school staff trained on the proper use and interpretation of these assessments?
- Are career and vocational courses available to, and taken advantage of, by all students?
- Are students' courses of study aligned with their postsecondary goals?

Data Probes for Parent Engagement

- What sorts of parent outreach and engagement activities does your school conduct?

- Do the administration and teachers view parents as partners in their children's education?
- Approximately what percentage of parents in your district/school take an active role in their children's education?
- Do parents generally feel welcome in the school?
- For non-native speakers of English, is there someone at school the parent can speak to in his or her native language?

Data Probes for School Climate

- Does your district/school use a measure of school climate?
    - If so, who is surveyed with the measure (e.g., school staff, parents, students)?
    - How often is the measure used?
    - What is done with the results of the measure?
    - In general, how do the groups surveyed feel about the climate in the district/school?
- What is being done to address any problems or issues related to school climate?
- Does your school have a safe schools initiative?

Data Probes for Community partnerships

- Does your district or school have interagency agreements with agencies such as Vocational Rehabilitation, Mental Health, Social Security, or the Department of Labor?
- Does your district/school have any formal partnerships with businesses/industry/ faith-based organizations in the community?
    - If so, what is the nature of the partnerships?
    - What are the benefits to the school/students?
    - What are the benefits to the outside partners?
- Are members of the community involved as stakeholders in decisions about the school?

VII. Printing Your Charts: The All charts Worksheet

The ***Charts*** worksheet in each tool contains all the charts generated by the tool. They are updated automatically as you enter data in each worksheet. The charts are organized by the worksheet that generates them. Note that you may have to scroll to the right or down to find the chart you want.

Note on printing charts: unlike all of the other worksheets, a print area has <u>not</u> been selected in this worksheet. This lets you choose individual charts and print or copy them from this worksheet. The drawback of this is that you cannot print the entire worksheet at once (and obtain decent looking results).

That said, to print a chart, select the chart and use Excel's "Print" command. The chart will fill a letter-sized page. You can also select and copy charts from this page and paste them into your document and presentation files.

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