

This document was exported from Numbers. Each table was converted to an Excel worksheet. All other objects on each Numbers sheet were placed on separate worksheets. Please be aware that formula calculations may differ in Excel.

| Numbers Sheet Name | Numbers Table Name | Excel Worksheet Name |
|-----------------------------|--------------------|---|
| ORIGINAL | Table 1 | ORIGINAL |
| ORIGINAL | Table 1 | ORIGINAL |
| DEFINITIONS | Table 1 | DEFINITIONS |
| INPUT HERE | Table 1 | INPUT HERE |
| MINOR Q1 | Table 1 | MINOR Q1 |
| MINOR Q2 | Table 1 | MINOR Q2 |
| MINOR Q3 | Table 1 | MINOR Q3 |
| MINOR Q4 | Table 1 | MINOR Q4 |
| MAJOR Q1 | Table 1 | MAJOR Q1 |
| MAJOR Q2 | Table 1 | MAJOR Q2 |
| MAJOR Q3 | Table 1 | MAJOR Q3 |
| MAJOR Q4 | Table 1 | MAJOR Q4 |
| SUSPENSION AND EXPULSION Q1 | Table 1 | SUSPENSION AND EXPULSION Q1 |
| SUSPENSION AND EXPULSION Q2 | Table 1 | SUSPENSION AND EXPULSION Q2 |
| SUSPENSION AND EXPULSION Q3 | Table 1 | SUSPENSION AND EXPULSION Q3 |
| SUSPENSION AND EXPULSION Q4 | Table 1 | SUSPENSION AND EXPULSION Q4 |
| Vacancy | Table 1 | Vacancy |
| Average Class Size | Table 1 | Average Class Size |
| Training Received | Table 1 | Training Received |
| Pupil Placement | Table 1 | Pupil Placement |
| Ratios | Table 1 | Ratios |
| ALL Discipline Tracking | Table 1 | ALL Discipline Tracking |

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| INSTRUCTIONS: | | Disproportionate Discipline Tracking and Implementation - by race | | | | | | | | | |
|--|-----------|---|------------------------------------|-------|----------------|---------------------|----------------------|---------------------|-------|-------|-------|
| Please watch the video linked below for quick instructions on how to use this tracking template. | | | American Indian/ Alaskan Native | Asian | Black | Hispanic/ Latino | Two or More Races | Pacific Islander | White | | TOTAL |
| VIDEO LINK | | | | | | | | | | | |
| This sheet starts with Quarter 1 and moves down to Quarter 4. Only use as many terms as is helpful for you. Student Enrollment, Suspensions, and Expulsions are input on the previous sheet, called 'ORIGINAL'. On this sheet, fill out the Minor and Major ODRs only (blue rows). Totals will autopopulate. | Q1 - race | Student Enrollment by Race | | 0 | American India | #REF! | | 0 | | | #REF! |
| | | Minor ODR by Race (# of students with ODR) | | 0 | 1 | 3 | 1 | 0 | 0 | 10 | 15 |
| | | Major ODR by Race (# of students with ODR) | | 0 | 0 | 3 | 3 | 0 | 0 | 1 | 7 |
| | | Suspensions by Race (# of students) | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | |
| | | Expulsions by Race (# of students) | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | |
| If a student has more than one ODR, input 1 for that student. | Q2 - race | Student Enrollment by Race | #REF! | 0 | | | | | #REF! | #REF! | #REF! |
| | | Minor ODR by Race (# of students with ODR) | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 9 | |
| | | Major ODR by Race (# of students with ODR) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | Suspensionby Race (# of students) | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | |
| | | Expulsions by Race (# of students) | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | |
| Once this sheet is filled out, the following sheets, listed at the bottom, will autopopulate to give you more information about your student discipline data. | Q3 - race | Student Enrollment by Race | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! |
| | | Minor ODR by Race (# of students with ODR) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | Major ODR by Race (# of students with ODR) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | Suspensionby Race (# of students) | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | |
| | | Expulsions by Race (# of students) | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | |
| If you have questions about how to use this template, please contact Emily Schaldach at eschaldach@unr.edu. If you have questions about how to implement and make decisions based on this data, please contact your local MTSS coach. | Q4 - race | Student Enrollment by Race | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! |
| | | Minor ODR by Race (# of students with ODR) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | Minor ODR by Race (# of students with ODR) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | Suspensionby Race (# of students) | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | |
| | | Expulsions by Race (# of students) | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | |
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| <div>Instructions:</div> <div>1. Input total School Enrollment >></div> <div>2. Input enrollment by race >></div> <div>3. Input ODR by Race, if a student has more than one ODR, input 1</div> <div>4. Percentage, Risk Index, Risk Ratio, and deviations will auto populate</div> <div>Definitions:</div> <div>ODR - Office discipline referral</div> <div>Risk Index - percentage of a group that receives an ODR</div> <div>Risk Ratio - represents the likelihood of an ODR for one group in in relation to a comparison group</div> <div>Risk index of target group / risk index of comparison group = risk ratio</div> <div>Notes:</div> <div>Risk Ratio - boxes highlighted in RED indicate a student group that has an above average chance of an ODR (compared to all students or compared to white students)</div> <div>Risk Ratio Comparison Graphs - Negative (green) values indicate student population has a lower chance of an ODR than comparison group (either all students or white student(s)) Positive (red) values indicate student population has a higher chance of an ODR than comparison group</div> | | | | | | | | | | Major Disproportionate Discipline Tracking and Implementation - by race | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 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| Total School Enrollment | | | | | | | | | | American Indian/ Alaskan Native | | | | | | | | | | Asian | | | | | | | | | | Black | | | | | | | | | | Hispanic/ Latino | | | | | | | | | | Two or More Races | | | | | | | | | | Pacific Islander | | | | | | | | | | White | | | | | | | | | | TOTAL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 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| Student Enrollment by Race | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | 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| | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 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| | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | 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| | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | | 0 | | | | | | | | | |

| Instructions: | Suspension and Expulsion: Disproportionate Discipline Tracking - by race | | | | | | | | | | Suspension and Expulsion: Disproportionate Data Tracking - by sub-population | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|---------|--|--|--|--|--|--|--|--|--|--|
| <p>This sheet will autopopulate as you fill in information on the "ORIGINAL" sheet.</p> <p>Note that some cells will say #DIV/0!. If this happens, it means there is not a value in place to divide by, for example we cannot compare the risk ratio to white students if no white students have been suspended or expelled.</p> <p>If you have questions about this sheet, please contact Emily Schaldach at eschaldach@umass.edu. If you have questions about how to implement changes in your school based on this data, please contact your MTSS coach.</p> <p>Definitions:</p> <p>Risk Index: percentage of a group that receives a suspension or expulsion</p> <p>Risk Ratio: represents the likelihood of a suspension or expulsion for one group in relation to a comparison group</p> <p>Risk Index of target group / risk index of comparison group = risk ratio</p> <p>Notes:</p> <p>Risk Ratio - boxes highlighted in RED indicate a student group that has an above average chance of a suspension or expulsion (compared to all students or compared to white students)</p> <p>Risk Ratio Comparison Graphs - Negative values indicate student population has a lower chance of a suspension or expulsion than comparison group (either all students or white students). Positive values indicate student population has a higher chance of a suspension or expulsion than comparison group</p> | Total School Enrollment | | | | | | | | | | Student Enrollment by sub-population | | | | | | | | | |
| | 121 | | | | | | | | | | AVERAGE | | | | | | | | | |
| | American Indian/Alaskan Native | | | | | | | | | | AVERAGE | | | | | | | | | |
| | Asian | | | | | | | | | | AVERAGE | | | | | | | | | |
| | Black | | | | | | | | | | AVERAGE | | | | | | | | | |
| | Hispanic/Latino | | | | | | | | | | AVERAGE | | | | | | | | | |
| | Two or More Races | | | | | | | | | | AVERAGE | | | | | | | | | |
| | Pacific Islander | | | | | | | | | | AVERAGE | | | | | | | | | |
| | White | | | | | | | | | | AVERAGE | | | | | | | | | |
| | TOTAL | | | | | | | | | | AVERAGE | | | | | | | | | |
| Student Enrollment by Race | | | | | | | | | | AVERAGE | | | | | | | | | | |
| Suspension + Expulsion by Race (# of students) | | | | | | | | | | AVERAGE | | | | | | | | | | |
| Suspensions | | | | | | | | | | AVERAGE | | | | | | | | | | |
| Suspension by Race (# of students) | | | | | | | | | | AVERAGE | | | | | | | | | | |
| Percentage of enrolled students with suspension by race | | | | | | | | | | AVERAGE | | | | | | | | | | |
| Risk index for Suspension | | | | | | | | | | AVERAGE | | | | | | | | | | |
| Risk Ratio compared to all student | | | | | | | | | | AVERAGE | | | | | | | | | | |
| Deviation from average (1) | | | | | | | | | | AVERAGE | | | | | | | | | | |
| Risk Ratio compared to white students | | | | | | | | | | AVERAGE | | | | | | | | | | |
| Deviation from white students (1) | | | | | | | | | | AVERAGE | | | | | | | | | | |
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| Expulsion by Race (# of students) | | | | | | | | | | AVERAGE | | | | | | | | | | |
| Percentage of enrolled students with suspension by race | | | | | | | | | | AVERAGE | | | | | | | | | | |
| Risk index for Expulsion | | | | | | | | | | AVERAGE | | | | | | | | | | |
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Instructions:

This sheet will autopopulate as you fill in information on the ORIGINAL sheet.

Note that some cells will say #DIV/0! If this happens, it means there is not a value in place to divide by, for example we cannot compare the risk ratio to white students if no white students have been suspended or expelled.

If you have questions about this sheet, please contact Emily Schaldach at eschaldach@unr.edu. If you have questions about how to implement changes in your school based on this data, please contact your MTSS coach.

Definitions:

Risk Index: percentage of a group that receives a suspension or expulsion

Risk Ratio: represents the likelihood of a suspension or expulsion for one group in relation to a comparison group

Risk Index of target group / risk index of comparison group = risk ratio

Notes:

Risk Ratio - boxes highlighted in RED indicate a student group that has an above average chance of a suspension or expulsion (compared to all students or compared to white students)

Risk Ratio Comparison Graphs - Negative values indicate student population has a lower chance of a suspension or expulsion than comparison group (either all students or white students) Positive values indicate student population has a higher chance of a suspension or expulsion than comparison group

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| <div>Instructions:</div> <div>This sheet will autopopulate as you fill in information on the "ORIGINAL" sheet.</div> <div>Note that some cells will say #DIV/0. If this happens, it means there is not a value in place to divide by. For example we cannot compare the risk ratio to white students if no white students have been suspended or expelled.</div> <div>If you have questions about this sheet, please contact Emily Schaldach at eschaldach@njtc.edu. If you have questions about how to implement changes in your school based on this data, please contact your MTSS coach.</div> <div>Definitions:</div> <div>Risk Index: percentage of a group that receives a suspension or expulsion</div> <div>Risk Ratio: represents the likelihood of a suspension or expulsion for one group in relation to a comparison group</div> <div>Risk Index of target group / risk index of comparison group = risk ratio</div> <div>Notes:</div> <div>Risk Ratio - boxes highlighted in RED indicate a student group that has an above average chance of a suspension or expulsion (compared to all students or compared to white students)</div> <div>Risk Ratio Comparison Graphs - Negative values indicate student population has a lower chance of a suspension or expulsion than comparison group (either all students or white students) Positive values indicate student population has a higher chance of a suspension or expulsion than comparison group</div> | Total School Enrollment | | | | | | | | | | | |
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| Suspension and Expulsion: Disproportionate Discipline Tracking - by race | | | | | | | | | |
|---|---|-------|-------|---------------------|----------------------|---------------------|-------|-------|------|
| <div>Instructions:</div> <div>This sheet will autopopulate as you fill in information on the "ORIGINAL" sheet.</div> <div>Note that some cells will say #DIV/0. If this happens, it means there is not a value in place to divide by. For example we cannot compare the risk ratio to white students if no white students have been suspended or expelled.</div> <div>If you have questions about this sheet, please contact Emily Schaldach at eschaldach@njtc.edu. If you have questions about how to implement changes in your school based on this data, please contact your MTSS coach.</div> <div>Definitions:</div> <div>Risk Index: percentage of a group that receives a suspension or expulsion</div> <div>Risk Ratio: represents the likelihood of a suspension or expulsion for one group in relation to a comparison group</div> <div>Risk Index of target group / risk index of comparison group = risk ratio</div> <div>Notes:</div> <div>Risk Ratio - boxes highlighted in RED indicate a student group that has an above average chance of a suspension or expulsion (compared to all students or compared to white students)</div> <div>Risk Ratio Comparison Graphs - Negative values indicate student population has a lower chance of a suspension or expulsion than comparison group (either all students or white students) Positive values indicate student population has a higher chance of a suspension or expulsion than comparison group</div> | Total School Enrollment | | | | | | | | |
| | 0 | | | | | | | | |
| | American Indian/ Alaskan Native | Asian | Black | Hispanic/ Latino | Two or More Races | Pacific Islander | White | TOTAL | |
| | 0 | | | | | | | | |
| | Student Enrollment by Race | | | | | | | | |
| | Suspension + Expulsion by Race (# of students) | | | | | | | | |
| | 0 | | | | | | | | |
| | Suspensions | | | | | | | | |
| | AVERAGE | | | | | | | | |
| | Suspension by Race (# of students) | | | | | | | | |
| | Percentage of enrolled students with suspension by race | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| | Risk Index for Suspension | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Risk Ratio compared to all student | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Deviation from average (1) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Risk Ratio compared to white students | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Deviation from white students (1) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Expulsions | | | | | | | | |
| | AVERAGE | | | | | | | | |
| | Expulsion by Race (# of students) | | | | | | | | |
| | Percentage of enrolled students with suspension by race | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| | Risk Index for Expulsion | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Risk Ratio compared to all student | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Deviation from average (1) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Risk Ratio compared to white students | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Deviation from white students (1) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Definitions: | | | | | | | | | |
| Risk Index: percentage of a group that receives a suspension or expulsion | | | | | | | | | |
| Risk Ratio: represents the likelihood of an suspension or expulsion for one group in in relation to a comparison group | | | | | | | | | |
| Risk Index of target group / risk index of comparison group = risk ratio | | | | | | | | | |
| Notes: | | | | | | | | | |
| Risk Ratio - boxes highlighted in RED indicate a student group that has an above average chance of an suspension or expulsion (compared to all students) | | | | | | | | | |
| Risk Ratio Comparison Graphs - Negative values indicate student population has a lower chance of a suspension or expulsion than the comparison group of "all students". Positive values indicate student population has a higher chance of a suspension or expulsion than the comparison group | | | | | | | | | |

| Suspension and Expulsion: Disproportionate Data Tracking - by sub-population | | | | | | | | | | | | |
|---|---|--------|--------|------|------------------------------------|----------|------|------|------|----------|------|---------|
| <div>Student Enrollment by sub-population</div> <div>Suspension + Expulsion by sub-population (# of students)</div> <div>Suspensions</div> <div>Suspension by sub-population (# of students)</div> <div>Percentage of enrolled students with suspension by sub-population</div> <div>Risk Index for Suspension</div> <div>Risk Ratio compared to all student</div> <div>Deviation from average (1)</div> <div>Expulsions</div> <div>Expulsion by Race (# of students)</div> <div>Percentage of enrolled students with suspension by race</div> <div>Risk Index for Expulsion</div> <div>Risk Ratio compared to all students</div> <div>Deviation from average (1)</div> | EL | Female | Foster | FRL | Gender Non-Conforming/ Trans/NB | Homeless | IEP | Male | MIG | Military | | |
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| | Suspensions | | | | | | | | | | | AVERAGE |
| | Suspension by sub-population (# of students) | #REF! | | | | | | | | | | |
| | Percentage of enrolled students with suspension by sub-population | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | #REF! |
| | Risk Index for Suspension | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | #REF! |
| | Risk Ratio compared to all student | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | #REF! |
| | Deviation from average (1) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | #REF! |
| | Expulsions | | | | | | | | | | | AVERAGE |
| | Expulsion by Race (# of students) | #REF! | | | | | | | | | | |
| | Percentage of enrolled students with suspension by race | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | #REF! |
| | Risk Index for Expulsion | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | #REF! |
| | Risk Ratio compared to all students | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | #REF! |
| | Deviation from average (1) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | #REF! |
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Business Rules:

- Licensed staff includes any employee who is required to hold a current license, including, but not limited to, school administrators, teachers, nurses, counselors, psychologists, and social workers.
- Unlicensed staff includes, but is not limited to, school paraprofessionals, police officers, resource officers, providers of security services, secretaries, bus drivers, members of the custodial or maintenance staff, and workers in food services.
- Vacant is defined as an unfilled position, including positions filled by short- and long-term substitutes and external contractors.

| | District Name | District Code | School Name | School Code | Number of Vacant Licensed Staff Positions | Number of Vacant Unlicensed Staff Positions | | |
|-----------|---------------|---------------|-------------|-------------|---|---|--|--|
| Quarter 1 | District A | 97 | School A | 97101 | 0 | 0 | | |
| Quarter 2 | District A | 97 | School A | 97101 | 0 | 0 | | |
| Quarter 3 | District A | 97 | School A | 97101 | 0 | 0 | | |
| Quarter 4 | District A | 97 | School A | 97101 | 0 | 0 | | |
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• Reporting factors/instruments include:
o For grades 3-6 in Elementary schools: Elementary
o For grades 7-8 in Middle and Junior High schools: English/language arts, mathematics, science, social science, world languages
o For grades 9-12 in High schools: biological science, English, general science, mathematics, physical science, social studies, and the following single subject endorsements:
• Anthropology, biology, botany, chemistry, composition and rhetoric, computer science, earth science, economics, English or American literature, environmental science, geography, geology, health education, history of the US and the world, journalism and communication, linguistics, physics, physiology, political science, psychology, reading, sociology, speech, zoology, and world (foreign) languages.
• For all student counts, use the ADE of students for the reporting quarter.
• For all educator counts, only full-time educators teaching in a classroom within their licensure area and endorsement may be counted.
• For example, music teachers could not be attributed toward elementary school classrooms (see Nevada Revised Statute (NRS) 388.700), and a math teacher covering a chemistry or earth science class could not be attributed toward a middle or high school classroom, etc.
• For all elementary schools, and grades 5-6 when included in an elementary school, the average class size is calculated directly as ADE divided by applicable education.
• For example, 134 second grade students and 5 full-time early childhood education licensed teachers make an average class size of 26.
• If the school had 4 educators with early childhood education licenses and 1 educator with an elementary education license, the calculation would be made as 134 divided by 4 for an average class size of 26.
• For all middle and junior high schools, the average class size is calculated as ADE divided by applicable educator and multiplied by 5 (applicable areas of endorsement).
• For example, 225 sixth grade students and 31 educators (8 Language Arts, 7 math, 7 social sciences, 6 science, and 5 world languages) multiplied by 5 makes an average class size of 35.
• For all high schools, the average class size is calculated as ADE divided by applicable educator and multiplied by 6 (the minimum number of periods for full-time enrollment).

Table 1

| Quarter | District Code | District | School Code | School | Kindergarten | First Grade | Second Grade | Third Grade | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade | Ninth Grade | Tenth Grade | Eleventh Grade | Twelfth Grade | | | | | | | | | | | | | | | | | | | | | | |
|---------------|---------------|----------|-------------|--------|--------------|--------------|--------------|-------------|--------------|--------------|-------------|---------------|--------------|--------------|-------------|---------------------------------|---------------|------------------------------|-----|---------------------------------|-----|------------------------------|-----|---|-----|-----------------------------|-----|--|-----|----------------------------|-----|-------------|-----|-------------|-----|----------------|-----|---------------|-----|
| Quarter 1 | | | | | 17,266,000 | Kindergarten | | First Grade | | Second Grade | | Third Grade | | Fourth Grade | | Fifth Grade (Elementary School) | | Fifth Grade (Middle Schools) | | Sixth Grade (Elementary School) | | Sixth Grade (Middle Schools) | | Seventh Grade (Middle/Junior High School) | | Seventh Grade (High School) | | Eighth Grade (Middle/Junior High School) | | Eighth Grade (High School) | | Ninth Grade | | Tenth Grade | | Eleventh Grade | | Twelfth Grade | |
| | | | | | | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE |
| | | | | | | 13 | 16.4 | 16.4 | 16.4 | 16.4 | 16.4 | 16.4 | 16.4 | 16.4 | 16.4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Quarter 2 | | | | | 14.5 | Kindergarten | | First Grade | | Second Grade | | Third Grade | | Fourth Grade | | Fifth Grade (Elementary School) | | Fifth Grade (Middle Schools) | | Sixth Grade (Elementary School) | | Sixth Grade (Middle Schools) | | Seventh Grade (Middle/Junior High School) | | Seventh Grade (High School) | | Eighth Grade (Middle/Junior High School) | | Eighth Grade (High School) | | Ninth Grade | | Tenth Grade | | Eleventh Grade | | Twelfth Grade | |
| | | | | | | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE |
| | | | | | | 13 | 18.4 | 25 | 16.4 | 16.4 | 16.4 | 16.4 | 16.4 | 16.4 | 16.4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Quarter 3 | | | | | 13,009,666 | Kindergarten | | First Grade | | Second Grade | | Third Grade | | Fourth Grade | | Fifth Grade (Elementary School) | | Fifth Grade (Middle Schools) | | Sixth Grade (Elementary School) | | Sixth Grade (Middle Schools) | | Seventh Grade (Middle/Junior High School) | | Seventh Grade (High School) | | Eighth Grade (Middle/Junior High School) | | Eighth Grade (High School) | | Ninth Grade | | Tenth Grade | | Eleventh Grade | | Twelfth Grade | |
| | | | | | | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE |
| | | | | | | 1 | 41.5 | 14.5 | 11 | 18 | 18 | 18 | 18 | 18 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Quarter 4 | | | | | 13 | Kindergarten | | First Grade | | Second Grade | | Third Grade | | Fourth Grade | | Fifth Grade (Elementary School) | | Fifth Grade (Middle Schools) | | Sixth Grade (Elementary School) | | Sixth Grade (Middle Schools) | | Seventh Grade (Middle/Junior High School) | | Seventh Grade (High School) | | Eighth Grade (Middle/Junior High School) | | Eighth Grade (High School) | | Ninth Grade | | Tenth Grade | | Eleventh Grade | | Twelfth Grade | |
| | | | | | | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE | Total Educ | ADE |
| | | | | | | 13 | 18.155 | 21.89 | 16.4 | 16.4 | 16.4 | 16.4 | 16.4 | 16.4 | 16.4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grand Average | | | | | | 13,009,333 | 27,730 | 17,061 | 23,979 | 16.4 | 16.4 | 16.4 | 16.4 | 16.4 | 16.4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |

Business Rules:

The number of teachers and administrators in a school who have had AT LEAST two of the required training in NRS 388.133, which includes:

- Training in the appropriate methods to facilitate positive human relations among pupils by eliminating the use of discrimination based on race, bullying, and cyber-bullying.
- Training in methods to prevent, identify, and report incidents of discrimination based on race, bullying, and cyber-bullying.
- Training concerning the needs of persons with diverse gender identities or expressions.
- Training concerning the needs of pupils with disabilities and pupils with autism spectrum disorder.
- Methods to promote a positive learning environment.
- Methods to improve the school environment in a manner that will facilitate positive human relations among pupils.
- Methods to teach skills to pupils so that the pupils are able to replace inappropriate behavior with positive behavior.

| Quarter | District Name | District Code | School Name | School Code | Number of Teachers with Required Trainings | Number of Administrators with Required Trainings |
|-----------|---------------|---------------|-------------|-------------|--|--|
| Quarter 1 | District A | 97 | School A | 97101 | 9 | 1 |
| Quarter 2 | District A | 97 | School A | 97101 | 9 | 1 |
| Quarter 3 | District A | 97 | School A | 97101 | 9 | 1 |
| Quarter 4 | District A | 97 | School A | 97101 | 9 | 1 |

| Business Rules: The number of students who were enrolled in another school due to a discipline incident. Only the aggressor(s), NOT the victim(s), should be counted. | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------|---------------|-------------|-------------|---|---|---|--|--|---|---|--|---|---|--|---|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| Quarter | District Name | District Code | School Name | School Code | Total Number of Students Enrolled in Another School | Black Students Enrolled in Another School | White Students Enrolled in Another School | Hispanic Students Enrolled in Another School | Pacific Islander Students Enrolled in Another School | Asian Students Enrolled in Another School | American Indian Students Enrolled in Another School | Two or More Race Students Enrolled in Another School | FRL Students Enrolled in Another School | IEP Students Enrolled in Another School | EL Students Enrolled in Another School | Migrant Students Enrolled in Another School | Foster Students Enrolled in Another School | Military Connected Students Enrolled in Another School | Homeless Students Enrolled in Another School | Male Students Enrolled in Another School | Female Students Enrolled in Another School | Gender X Students Enrolled in Another School |
| Quarter 1 | District A | | School A | | | | | | | | | | | | | | | | | | | |
| Quarter 2 | District A | | School A | | | | | | | | | | | | | | | | | | | |
| Quarter 3 | District A | | School A | | | | | | | | | | | | | | | | | | | |
| Quarter 4 | District A | | School A | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | |
|--|--|--|--|----------------------|----------------------|--------------------|--------------------|---------------------------------|------------------------------------|---------------------------------------|--|
| | | | Business Rules: <ul style="list-style-type: none">• The number of students enrolled in a school per the number of full-time school counselors, working within their endorsement.• The number of students enrolled in a school per the number of full-time school psychologists, working within their endorsement.• The number of students enrolled in a school per the number of full-time school social workers, working within their endorsement. | | | | | | | | |
| | | | | | | | | | | | |
| | | | Quarter | District Name | District Code | School Name | School Code | Total Number of Students | Number of School Counselors | Number of School Psychologists | Number of School Social Workers |
| | | | Quarter 1 | District A | 97 | School A | 97101 | 121 | 1 | 1 | 0 |
| | | | Quarter 2 | District A | 97 | School A | 97101 | 121 | 0 | 1 | 0 |
| | | | Quarter 3 | District A | 97 | School A | 97101 | 116 | 0 | 1 | 0 |
| | | | Quarter 4 | District A | 97 | School A | 97101 | 115 | 0 | 1 | 0 |

| Quarter | District Name | District Code | School Name | School Code | Total Number of Students | Number of School Counselors | Number of School Psychologists | Number of School Social Workers |
|-----------|---------------|---------------|-------------|-------------|--------------------------|-----------------------------|--------------------------------|---------------------------------|
| Quarter 1 | District A | 97 | School A | 97101 | 121 | 1 | 1 | 0 |
| Quarter 2 | District A | 97 | School A | 97101 | 121 | 0 | 1 | 0 |
| Quarter 3 | District A | 97 | School A | 97101 | 116 | 0 | 1 | 0 |
| Quarter 4 | District A | 97 | School A | 97101 | 115 | 0 | 1 | 0 |

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---------|---------|---------------------|----------------------|---------------------|---------|-------|---|---|--|---------|---------|--|----------|---------|---------|---------|----------|-------|-------|-------|
| <div>Instructions:</div> <div>1. All discipline data (major ODR + minor ODR + suspension + expulsion) will auto populate from the previous sheets - there is nothing to input on this sheet</div> <div>Definitions:</div> <div>ODR- Office discipline referral</div> <div>Risk Index- percentage of a group that receives an ODR</div> <div>Risk Ratio- represents the likelihood of an ODR for one group in relation to a comparison group</div> <div>Risk index of target group / risk index of comparison group = risk ratio</div> <div>Notes:</div> <div>Risk Ratio- boxes highlighted in RED indicate a student group that has an above average chance of an ODR (compared to all students or compared to white students)</div> <div>Risk Ratio Comparison Graphs - Negative values indicate student population has a higher chance of an ODR than comparison group (either all students or white students) Positive values indicate student population has a lower chance of an ODR than comparison group</div> | All (Major + Minor + Suspension and Expulsion) Disproportionate Discipline Tracking - by race | | | | | | | | <div>Instructions:</div> <div>1. All discipline data (major ODR + minor ODR) will auto populate from the MINOR and MAJOR sheets - there is nothing to input on this sheet</div> <div>Definitions:</div> <div>ODR- Office discipline referral</div> <div>Risk Index- percentage of a group that receives an ODR</div> <div>Risk Ratio- represents the likelihood of an ODR for one group in relation to a comparison group</div> <div>Risk index of target group / risk index of comparison group = risk ratio</div> <div>Notes:</div> <div>Risk Ratio- boxes highlighted in RED indicate a student group that has an above average chance of an ODR (compared to all students)</div> <div>Risk Ratio Comparison Graphs - Negative values indicate student population has a lower chance of an ODR than the comparison group of "all students". Positive values indicate student population has a higher chance of an ODR than comparison group.</div> | All (Major + Minor + Suspension and Expulsion) Disproportionate Discipline Tracking - by sub-population | | | | | | | | | | | | |
| | American Indian/ Alaskan Native | Asian | Black | Hispanic/ Latino | Two or More Races | Pacific Islander | White | TOTAL | | EL | Female | Foster | FRL | Gender Non- Conforming/ Trans/NS | Homeless | IEP | Male | MIG | Military | TOTAL | | |
| | Cumulative Discipline Referrals | | | | | | | | | Cumulative Discipline Referrals | | | | | | | | | | | | |
| | Q1 | 0.00 | #VALUE! | 0.00 | 1.00 | 0.00 | 0.00 | 0.00 | | #VALUE! | Q1 | 0.00 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | #REF! | #REF! | #REF! | #REF! |
| | Q2 | | | | | | | | | 0 | Q2 | | | | | | | | | | 0 | |
| | Q3 | | | | | | | | | 0 | Q3 | | | | | | | | | | 0 | |
| | Q4 | | | | | | | | | 0 | Q4 | | | | | | | | | | | |
| | Total Discipline Referrals (Q1 through Q4) | 0.00 | #VALUE! | 0.00 | 1.00 | 0.00 | 0.00 | 0.00 | | | Total Discipline Referrals (Q1 through Q4) | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | #REF! | #REF! | #REF! | |
| | Annual Risk Index for ODR | | | | | | | | | Annual Risk Index for ODR | | | | | | | | | | | | |
| | Q1 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | Q1 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | #REF! | #REF! | #REF! | | |
| | Q2 | | | | | | | | | | Q2 | | | | | | | | | | | |
| | Q3 | | | | | | | | | | Q3 | | | | | | | | | | | |
| | Q4 | | | | | | | | | | Q4 | | | | | | | | | | | |
| | Average Annual Risk Index for ODR | #DIV/0! | #VALUE! | 0.00 | 0.01 | 0.00 | #DIV/0! | 0.00 | | | Average Annual Risk Index for ODR | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #REF! | #REF! | #REF! | |
| | Risk Ratio compared to all student | | | | | | | | | Risk Ratio compared to all student | | | | | | | | | | | | |
| | Q1 | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | | | Q1 | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | |
| | Q2 | | | | | | | | | | Q2 | | | | | | | | | | | |
| | Q3 | | | | | | | | | | Q3 | | | | | | | | | | | |
| | Q4 | | | | | | | | | | Q4 | | | | | | | | | | | |
| | Deviation from all students (1) | | | | | | | | | | Deviation from all students (1) | | | | | | | | | | | |
| Q1 | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | | Q1 | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | | | |
| Q2 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | Q2 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | | | |
| Q3 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | Q3 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | | | |
| Q4 | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | | Q4 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | | | |
| Risk Ratio compared to white students | | | | | | | | | | | | | | | | | | | | | | |
| Q1 | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | | | | | | | | | | | | | | | | |
| Q2 | | | | | | | | | | | | | | | | | | | | | | |
| Q3 | | | | | | | | | | | | | | | | | | | | | | |
| Q4 | | | | | | | | | | | | | | | | | | | | | | |
| Deviation from white students | | | | | | | | | | | | | | | | | | | | | | |
| Q1 | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | | | | | | | | | | | | | | | | |
| Q2 | #REF! | #REF! | #REF! | #REF! | #REF! | #REF! | | | | | | | | | | | | | | | | |
| Q3 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | | | | | | | | | | | | | |
| Q4 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | | | | | | | | | | | | | |