Instructions for Attachment 1 Comprehensive Data Analysis Worksheet

District:		
School Year:		
Person Completing Form:		
Date Completed:		

The purpose for completing Attachment 1 is to create a tool that provides a quantitative sampling of the data across a school district that will help to identify sources of disproportionality.

Directions:

Attachment 1 consists a sampling of RTI/SST and special education referral data and critical questions to assist with data analysis to look for patterns of referrals and placements that might lead to sources of disproportionality.

<u>Column 1</u> - Schools: Select and list 10% of the district's schools at each level (10% of elementary, 10% of middle, 10% of high) that are representative of the demographics across the entire district. For larger districts, this will necessitate selection that may be geographically or economically diverse. For districts with 10 or fewer schools, list all schools in the district. In column 1 list the same school repeatedly for each racial or ethnic group represented in column 2. Note: The district should address all questions, which will provide preventative strategies for areas of disproportionality not presently identified for the district.

<u>Column 2</u> - Racial/Ethnic Group: For each school selected, list each racial or ethnic group in a separate row with the total number of students in that group and the percentage of the total student population that they represent in the school.

Example:

School	Racial/Ethnic Group	Number	Percent
Holly High School	Asian/Pacific Islander	26	4%
Holly High School	Black	215	33%
Holly High School	Hispanic	110	17%
Holly High School	American Indian/Alaskan	0	0%
Holly High School	White	280	43%
Holly High School	Multi-Racial	19	19%

<u>Column 3</u> - Attendance (absent greater than 10 days): For each group, provide the number of students in that group who were absent greater than 10 days in the past school year.

<u>Column 4</u> – Referrals to SST: Provide the number of students in each group referred to SST in the past school year by A – Academic Referrals and B – Behavioral Referrals.

<u>Column 5</u> – # Referrals to Special Education: Provide the number of referrals to special education evaluation and consideration of eligibility.

<u>Column 6</u> – Special Education Placements: Provide the number of students in each group placed in special education. Calculate the percentage of special education placements.

<u>Column 7</u> — Removed for Discipline ≤ 10 Days: Provide the number of students in each group removed from class equal to or less than 10 days for In-School-Suspension and for Out-of-School-Suspension.

<u>Column 8</u> – Removed for Discipline > 10 Days: Provide the number of student in each group removed from class for greater than 10 days for In-School-Suspension and for Out-of-School-Suspension.

Analysis

Using the table of data created, answer the following questions.

1. Were there significant discrepancies among racial and ethnic groups between or among selected schools that might indicate risk factors present in some schools and not in others? (e.g. look for patterns with specific schools, teachers)

2. How is your disproportionality determination impacted by other variables (e.g., attendance, suspension referrals to SST, referrals to special education, etc)?

Attachment 1 - Comprehensive Data Analysis Sheet

1. Comparison Category (School or type of school)	2. Racial or Ethnic Group (Total Enrollment)			3. Attendance: # of Students Absent > 10	4. # of Referrals to SST Academics/		5. # of Referrals to Special	6. Special Education Placement		7. # of Students Removed for Disciplinary Reasons		8. # of Students Removed for Disciplinary Reasons	
	Race/Ethnic Group	Number	Percent	days	Beha A	vioral B	Education	Number	Percent	<10 Days ISS OSS		> 10 Days	
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	Group	Number	Percent		Α	В		Number	Percent	ISS	oss	ISS	oss