



The Center for Civil Rights Remedies

at The Civil Rights Project | *Proyecto Derechos Civiles*

Are We Closing the Gap? Spreadsheets Guide

Table of Contents

| | |
|--|----|
| Overview | 1 |
| Methods..... | 3 |
| Spreadsheet Contents..... | 7 |
| Spreadsheet Glossary | 13 |
| Excel Use Guide: Sorting & Filtering | 16 |

Overview

Four Excel spreadsheets are available for download for the national report.

The spreadsheets entitled **Are We Closing_201112_Elementary** & **Are We Closing_201112_Secondary** include multiple worksheets, each with a separate tab (*District, State, & National-level*). Each worksheet includes the name of the educational entity, risk percentages for all racial groups combined, and then disaggregated further by English learners, gender, for students with disabilities, and finally students without disabilities. As you scroll to the right you will also find the number of students suspended and the enrollment numbers for each of the disaggregated subgroups. The order for the disaggregated data follows the same pattern. Users should remember that all numbers were rounded to the nearest five. These numbers represent all the districts in the Civil Rights Data Collection (CRDC). There is also information regarding the discipline gap.

Both spreadsheets contain these separate worksheets. The tab that says “Error” lists those districts excluded from our analysis because they contained one or more data errors and were removed from all the other worksheets and placed here in order to provide transparency on the number and type of errors included in this report. A key explaining the types of errors found is provided at the bottom of the worksheet. We also put the juvenile justice districts in this tab, although they may not actually contain errors.

The **Are We Closing_201112_Elementary_Trends** & **Are We Closing_201112_Secondary_Trends** spreadsheets detail trend data for districts for which data was collected and reported in both 2009-10 and 2011-12, and were deemed reliable. Information regarding trends in the suspension risk percentages for all racial groups, and total number of students suspended and suspension in this subsample of CRDC is provided. We also calculated the trends in the discipline gap for American Indian, Black, Latino, & White students and provide these in separately labeled columns.

Quick Guide for Using Spreadsheets (*Detailed Excel Use Guide later in the manual*)

Each worksheet is sorted by in alphabetical order listing by state and district name. You may search for a district’s name by using the search feature (**Ctrl-F [PC] or CMD-F [Mac]**) in Excel. You may also click on the filter symbol and type the name of your district in the box indicated. If your district does not appear, it may be in the error file, or perhaps it appears under a slightly different spelling. You can double check by first filtering by state which will yield all the districts in the state alphabetically.

Another common use is to sort all the districts in the nation, or a given state, or all states by suspension rates for a given subgroup. You sort the sheet by any of the columns. For example, the sheet may be sorted by Hispanic suspension rates, highest to lowest, using the *Data Sort* feature in Excel.

Data filters have also been applied to each worksheet as indicated by the arrows and pull down menu bars next to each column in the header row. By clicking on the arrow next to the desired column, a drop-down list of all entries in the column appears, and you may choose to “filter in or out” all items that meet any of your desired criteria. For example, in order to select all districts that appear in a single state (e.g., Michigan), click on the down arrow in the “State” column, and check the box next to the desired state, and all other states will be “filtered out” or excluded from the active sheet. One can filter by several states.

At the very bottom of select spreadsheets in a row in **BOLD** text, totals will appear for all the districts that meet the selected criteria. You may also choose to filter by district or any other criteria you specify. For example, you can

choose to select all districts that have suspension rates over 20% or hide any districts that have less than 5%. Any number of possible numerical criteria can be used across one or more columns.

Methods

Data Omissions

Data on students identified as having disabilities under “Section 504 only:” These students were not covered by this report because OCR did not collect data on their suspension numbers disaggregated by race. Their omission did not affect what we have reported for students with disabilities identified under the IDEA or for students without disabilities.

Students in state-run, long-term juvenile justice facilities: We excluded 50 secondary districts composed solely of students in juvenile justice facilities from our calculation of national- and district-level secondary school suspension rates. However, we listed them in a separate spreadsheet contained in the excel file posted online. We believe that, although this information is very valuable, these educational settings are different enough from regular schools that the data on them deserved separate treatment. Most of these districts reported no out-of-school suspensions, but that may mean that in some cases the students did not actually attend school while in the facility or that the responding correctional district did not regard disciplinary removal from a classroom as an out-of-school suspension. Furthermore, the out-of-school suspension of students attending a correctional facility has different implications, as the students remain under adult supervision. Moreover, all the students in these settings are there for disciplinary reasons, although not necessarily for misbehaving at school. We believe that some of the students in these facilities may have been disciplined at some point during the 2011-2012 school year in a regular school district, thus there is a high risk that such students would have been counted twice in the same sample. There was no way to check, so we omitted these facilities. Finally, the research in the discussion section pertains to regular schools, not juvenile justice facilities, so we decided it did not make sense to compare or rank order such districts with regular school districts. Future reports will review these districts and their data more fully so that we might better understand the implications of disciplinary removal from schools within juvenile justice facilities.

Materials and Procedure (including Treatment of Errors)

Data source: The data used in this report, which covers the 2011-2012 school year, comes from the Civil Rights Data Collection (CRDC), a survey administered by the U.S. Department of Education’s Office for Civil Rights (OCR). The data are sometimes referred to as the “OCR” data and sometimes as the “CRDC” data; the two are identical. These data were made available to the public in March 2014. The data and more details about the data collection can be found online at <http://ocrdata.ed.gov>. All district and national estimates were calculated using unsuppressed school-level data that is available on CD. Per IES requirements, to protect the identity of individual students, we rounded off all numbers regarding how many students were suspended or enrolled in this report and the related spreadsheets to the nearest five. The numbers of schools and districts reported at the state and national levels were also rounded to the nearest five per IES requirements.

In the spreadsheets that accompany this report, we shaded the suspension rates to reflect the margin of error created by the rounding. The margin of error was divided into five categories: 0 to 2%, >2 to 5%, >5 to 10%, >10 to 20%, and >20%. In addition, with respect to *trends* (change from 2009-2010 to 2011-2012) we provided shading which indicated whether the trend directionality changed due to error caused by the rounding. Finally, it is important that note that due to error created by rounding the suspension rates, the suspension rates *gaps* may also contain error that ranges from 0 percentage points to greater than 40 points, depending on the margin of error of the underlying suspension rates that comprise the gap.

Sample: The OCR gathered data from every public school in the nation (approximately 16,500 school districts that were comprised of multiple school levels). At the elementary level, 11,275 schools enrolled students with any combination of K – 5. Only students enrolled in these schools were included in the district-level estimates of elementary school suspension risk. At the secondary level, 12,528 schools had the following grade spans: 5 to 8, 6 to 8, 7 to 9, 9 to 12, 10 to 12, and 6 to 12. Only students enrolled in these schools were included in the district-level estimates of the secondary school suspension risk. For a more detailed breakdown of how we categorized schools by grade-span configuration, see

the “Methods and measures” section below. We excluded 16 elementary-level and 45 school-level districts for which we identified reporting errors. We also removed and 50 secondary districts that contained only juvenile justice facilities, leaving a total of 11,260 elementary-level and 12,483 secondary-level districts (see “School- and district-level data cleaning” section for more detail).

Procedure: The district estimates for secondary and elementary school students were calculated by selecting just those schools within each district that conformed to the specific grade-span configuration associated with each level of schooling. The following table summarizes how we categorized the schools into elementary, middle, high, and secondary schools.

Table 1

| Category | Grade-Span Configurations |
|-------------------|--|
| Elementary School | Any school with any combination of kindergarten through 5 th and without a 7 th or 8 th grade |
| Middle School | 5-8, 6-8, 7-9, 6 th -grade academies |
| High School | 9-12, 10-12, 9 th -grade academies |
| Secondary | 5-8, 6-8, 7-9, 6-12, 9-12, 10-12, 9 th -grade academies |
| Other | K-8 and K-12 |

After we coded and stratified the school-level data by grade configuration, we then calculated the suspension risk for each school and district, based on straightforward percentage calculations. We divided the number of suspended students by the total enrollment; the result is the percentage suspended. We describe this percentage throughout the report as the *risk* for out-of-school suspension. These out-of-school suspension data are exclusive of other discipline data collected by OCR, including the number of students expelled and the number receiving in-school suspension. For this report we analyzed only out-of-school suspension data.

The OCR data included the number of students suspended out-of-school one time and separately, the number of students suspended out-of-school two or more times. We added these mutually exclusive categories together to report the *unduplicated* number of students suspended one or more times. The spreadsheet published with this report includes three categories of students: all students, students with disabilities, and students without disabilities.

To determine the estimated risk for *all* students, we combined the number of suspended students *with disabilities* and *without disabilities*. OCR reports the suspension numbers for these two groups separately; it also provides the total enrollment and the enrollment of students with disabilities, but not the enrollment of students without disabilities. To find the baseline enrollment of students without disabilities, we subtracted the number of enrolled students with disabilities from the total enrollment. This enabled us to report the risk for suspension for every major racial/ethnic group for all students, and to break it down further by students with disabilities and students without disabilities.

In addition to calculating overall district-level suspension rates, we analyzed how many high- and lower-suspending secondary schools were in each district and present them aggregated at the state-level. We categorized schools as being either high-suspending or lower-suspending, according to the following criteria:

- Elementary-level
 - High-suspending secondary schools were those with 10% or greater suspension rates and at least 50 enrollees for **any** of the following groups: all students and students by race. We then created counts of the high-suspending elementary schools in each district.

- Lower-suspending secondary schools were those with 2% or lower suspension rates and at least 10 enrollees for **all** of the following groups: all students and students by race. We then created counts of the lower-suspending elementary schools in each district.
- Secondary-level
 - High-suspending secondary schools were those with 25% or greater suspension rates and at least 50 enrollees for **any** of the following groups: all students and students by race. We then created counts of the high-suspending secondary schools in each district.
 - Lower-suspending secondary schools were those with 10% or lower suspension rates and at least 10 enrollees for **all** of the following groups: all students and students by race. We then created counts of the lower-suspending secondary schools in each district.

To calculate the national out-of-school suspension averages, we added up all the suspensions in every district sampled for each subgroup and divided that total by the enrollment number of each subgroup. Because of large statewide errors in Hawaii this state is excluded from the analysis.

School- and district-level data cleaning:¹ In addition to the 50 juvenile justice districts at the secondary level, we removed 16 elementary-level and 45 school-level districts from our school analysis. When the districts reported their data to OCR, each district superintendent was required to certify that the data were accurate and the certifications checked before OCR published the data. Unfortunately, we discovered obvious collection or reporting errors in several districts that forced us to remove them from our analysis. These error districts are listed in a separate tab on our Excel spreadsheet called “Error Districts.” The error sheet provides the data as reported by OCR on the data CD, rounded per IES requirements.

Some schools and districts may accidentally have reported suspending more students than they enrolled (over-reported), some may have underreported their data, and others may have failed to report baseline enrollment data or reported nothing at all in some categories, essentially ignoring the federal requirement that they respond. In a small number of districts that over-reported, we were able to apply a data-cleaning strategy to fix the error and include the district in the final analysis. We looked at whether the error involved only very small numbers, such that eliminating the specific cell would not change the district numbers. Specifically, we only attempted to fix a district if the group with an over-report of the number of students suspended accounted for 1% or less of the total number of students suspended in that district. If so, we then subtracted the offending group’s number of suspensions and its corresponding enrollment from the district totals. Because this cleaning process is not foolproof, readers of the spreadsheet we highlighted the cells we eliminated in red.

The following details the error types at both levels:

- 33 elementary-level and 257 secondary-level schools were removed from the analysis because they reported more out-of-school suspensions than students enrolled for any of the following subgroups: all students and/or students by race. Schools are required to report their suspension data to OCR as unduplicated counts of the *number of students suspended*. By definition, there *cannot be more students suspended than students enrolled*. None of these schools was included in the final calculation of district-level suspension rates.
- 1 elementary-level and 18 secondary-level districts were removed because they reported suspension rates of over 100% for all students or for any racial/ethnic group.
- 8 elementary-level and 10 secondary-level districts were removed because they reported zero out-of-school suspensions to OCR, despite having reported some suspension numbers on their state or district website.

¹ In a few in a few cases (e.g., City of Chicago SD 299 [IL], Patterson Joint Unified [CA]), after noticing unusual patterns in the OCR data, and after consulting with other researchers who were familiar with the district, we decided not to feature a school district because the data were inconsistent with state reports for the same year, but not in such an obvious way that we could label the district's data as having errors.

- 6 elementary-level and 6 secondary-level districts were removed because there was a conflict between OCR data and data on the state department of education website or there were other errors in their discipline data, enrollment data, or both.

Of these errors, it is far easier to detect over-reporting of suspension errors than to know if a district reported few to no suspensions accurately. Unfortunately, in most states we found no alternative source to reference that would have helped us flag grossly underreported data. Moreover, it is worth noting that most of the error districts removed were those with large over-reporting errors. To the extent that the over-reporting districts also may have been high-suspending districts, their removal may have lowered the national and state estimates.

Spreadsheet Contents

| Spreadsheet(s) | Worksheet | Column # | Content | Subgroup | Race/Ethnicity/EL Designation |
|---|----------------|--|-------------------------|---|--|
| <ul style="list-style-type: none"> • Are We Closing_201112_Elementary • Are We Closing_201112_Secondary | District-Level | <ul style="list-style-type: none"> • A – C • A – C | District Information | <ul style="list-style-type: none"> • Name • State • ID | |
| | | <ul style="list-style-type: none"> • D - K • D - K | Suspension Rates | <ul style="list-style-type: none"> • Overall & Specific Subgroups | <ul style="list-style-type: none"> • All students • American Indians • Hawaiian/Pacific Islanders • Blacks • Latinos • Whites • ELs |
| | | <ul style="list-style-type: none"> • L – N • L – N | Discipline Gap | | <ul style="list-style-type: none"> • American Indians vs. Whites • Blacks vs. Whites • Latinos vs. Whites |
| | | <ul style="list-style-type: none"> • O – BZ • O – BZ | Suspension Rates | <ul style="list-style-type: none"> • Males • Females • Students w/ Disabilities • Students w/ Disabilities (Males) • Students w/ Disabilities (Females) • Students w/o Disabilities • Students w/o Disabilities (Males) • Students w/o Disabilities (Females) | <ul style="list-style-type: none"> • All students • American Indians • Hawaiian/Pacific Islanders • Blacks • Latinos • Whites • ELs |
| | | <ul style="list-style-type: none"> • CA – ET • CA - ET | # of Students Suspended | <ul style="list-style-type: none"> • Overall & Specific Subgroups • Males • Females • Students w/ Disabilities • Students w/ Disabilities (Males) • Students w/ Disabilities (Females) • Students w/o Disabilities • Students w/o Disabilities (Males) • Students w/o Disabilities (Females) | <ul style="list-style-type: none"> • All students • American Indians • Hawaiian/Pacific Islanders • Blacks • Latinos • Whites • ELs |

| Spreadsheet(s) | Worksheet | Column # | Content | Subgroup | Race/Ethnicity/EL Designation | |
|---|----------------|--|------------------------|---|--|--|
| <ul style="list-style-type: none"> • Are We Closing_201112_Elementary • Are We Closing_201112_Secondary | District-Level | <ul style="list-style-type: none"> • EU – HN • EU - HN | # of Students Enrolled | <ul style="list-style-type: none"> • Overall & Specific Subgroups • Males • Females • Students w/ Disabilities • Students w/ Disabilities (Males) • Students w/ Disabilities (Females) • Students w/o Disabilities • Students w/o Disabilities (Males) • Students w/o Disabilities (Females) | <ul style="list-style-type: none"> • All students • American Indians • Hawaiian/Pacific Islanders • Blacks • Latinos • Whites • ELs | |
| | | <ul style="list-style-type: none"> • HO - HU • HO - HU | Percent Enrollment | | <ul style="list-style-type: none"> • American Indians • Hawaiian/Pacific Islanders • Blacks • Latinos • Whites • ELs | |
| | State-Level | <ul style="list-style-type: none"> • A • A | State | | | |
| | | <ul style="list-style-type: none"> • B – I • B – I | Suspension Rates | <ul style="list-style-type: none"> • Overall & Specific Subgroups | <ul style="list-style-type: none"> • All students • American Indians • Hawaiian/Pacific Islanders • Blacks • Latinos • Whites • ELs | |
| | | <ul style="list-style-type: none"> • J – L • J – L | Discipline Gap | | <ul style="list-style-type: none"> • American Indians vs. Whites • Blacks vs. Whites • Latinos vs. Whites | |
| | | <ul style="list-style-type: none"> • M – BX • M – BX | Suspension Rates | <ul style="list-style-type: none"> • Males • Females • Students w/ Disabilities • Students w/ Disabilities (Males) • Students w/ Disabilities (Females) • Students w/o Disabilities • Students w/o Disabilities (Males) • Students w/o Disabilities (Females) | <ul style="list-style-type: none"> • All students • American Indians • Hawaiian/Pacific Islanders • Blacks • Latinos • Whites • ELs | |

| Spreadsheet(s) | Worksheet | Column # | Content | Subgroup | Race/Ethnicity/EL Designation |
|---|----------------|--|--------------------------------------|---|--|
| <ul style="list-style-type: none"> Are We Closing_201112_Elementary Are We Closing_201112_Secondary | State-Level | <ul style="list-style-type: none"> BY – BZ BY - CA | # of High & Lower-suspending schools | | |
| | | <ul style="list-style-type: none"> CA – ET CB – EU | # of Students Suspended | <ul style="list-style-type: none"> Overall & Specific Subgroups Males Females Students w/ Disabilities Students w/ Disabilities (Males) Students w/ Disabilities (Females) Students w/o Disabilities Students w/o Disabilities (Males) Students w/o Disabilities (Females) | <ul style="list-style-type: none"> All students American Indians Hawaiian/Pacific Islanders Blacks Latinos Whites ELs |
| | | <ul style="list-style-type: none"> EU – HN EV – H0 | # of Students Enrolled | <ul style="list-style-type: none"> Overall & Specific Subgroups Males Females Students w/ Disabilities Students w/ Disabilities (Males) Students w/ Disabilities (Females) Students w/o Disabilities Students w/o Disabilities (Males) Students w/o Disabilities (Females) | <ul style="list-style-type: none"> All students American Indians Hawaiian/Pacific Islanders Blacks Latinos Whites ELs |
| | | <ul style="list-style-type: none"> HO HP - HR | # of Schools | | |
| | National-Level | <ul style="list-style-type: none"> A – H A – H | Suspension Rates | <ul style="list-style-type: none"> Overall & Specific Subgroups | <ul style="list-style-type: none"> All students American Indians Hawaiian/Pacific Islanders Blacks Latinos Whites ELs |
| | | <ul style="list-style-type: none"> I – K I – K | Discipline Gap | | <ul style="list-style-type: none"> American Indians vs. Whites Blacks vs. Whites Latinos vs. Whites |
| | | | | | |

| Spreadsheet(s) | Worksheet | Column # | Content | Subgroup | Race/Ethnicity/EL Designation |
|---|----------------|--|--------------------------------------|---|--|
| <ul style="list-style-type: none"> • Are We Closing_201112_Elementary • Are We Closing_201112_Secondary | National Level | <ul style="list-style-type: none"> • L – BW • L – BW | Suspension Rates | <ul style="list-style-type: none"> • Males • Females • Students w/ Disabilities • Students w/ Disabilities (Males) • Students w/ Disabilities (Females) • Students w/o Disabilities • Students w/o Disabilities (Males) • Students w/o Disabilities (Females) | <ul style="list-style-type: none"> • All students • American Indians • Hawaiian/Pacific Islanders • Blacks • Latinos • Whites • ELs |
| | | <ul style="list-style-type: none"> • BX – BY • BX – BZ | # of High & Lower-suspending schools | | |
| | | <ul style="list-style-type: none"> • BZ – ES • CA – ET | # of Students Suspended | <ul style="list-style-type: none"> • Overall & Specific Subgroups • Males • Females • Students w/ Disabilities • Students w/ Disabilities (Males) • Students w/ Disabilities (Females) • Students w/o Disabilities • Students w/o Disabilities (Males) • Students w/o Disabilities (Females) | <ul style="list-style-type: none"> • All students • American Indians • Hawaiian/Pacific Islanders • Blacks • Latinos • Whites • ELs |
| | | <ul style="list-style-type: none"> • ET – HM • EU – HN | # of Students Enrolled | <ul style="list-style-type: none"> • Overall & Specific Subgroups • Males • Females • Students w/ Disabilities • Students w/ Disabilities (Males) • Students w/ Disabilities (Females) • Students w/o Disabilities • Students w/o Disabilities (Males) • Students w/o Disabilities (Females) | <ul style="list-style-type: none"> • All students • American Indians • Hawaiian/Pacific Islanders • Blacks • Latinos • Whites • ELs |

| Spreadsheet(s) | Worksheet | Column # | Content | Subgroup | Race/Ethnicity/EL Designation |
|---|-----------------|--|--|---|--|
| <ul style="list-style-type: none"> • Are We Closing_201112_Elementary • Are We Closing_201112_Secondary | National Level | <ul style="list-style-type: none"> • HN • HO - HQ | # of Schools | | |
| | Error Districts | <ul style="list-style-type: none"> • A • A | Error Type, Virtual School, or JJ School | | |
| | | <ul style="list-style-type: none"> • B - D • B - D | District Info | <ul style="list-style-type: none"> • District ID • State • District Name | |
| | | <ul style="list-style-type: none"> • E - BX • E - BX | Suspension Rates | <ul style="list-style-type: none"> • Overall & Specific Subgroups • Males • Females • Students w/ Disabilities • Students w/ Disabilities (Males) • Students w/ Disabilities (Females) • Students w/o Disabilities • Students w/o Disabilities (Males) • Students w/o Disabilities (Females) | <ul style="list-style-type: none"> • All students • American Indians • Hawaiian/Pacific Islanders • Blacks • Latinos • Whites • ELs |
| | | <ul style="list-style-type: none"> • BY - ER • BY - ER | # of Students Suspended | <ul style="list-style-type: none"> • Overall & Specific Subgroups • Males • Females • Students w/ Disabilities • Students w/ Disabilities (Males) • Students w/ Disabilities (Females) • Students w/o Disabilities • Students w/o Disabilities (Males) • Students w/o Disabilities (Females) | <ul style="list-style-type: none"> • All students • American Indians • Hawaiian/Pacific Islanders • Blacks • Latinos • Whites • ELs |

| Spreadsheet(s) | Worksheet | Column # | Content | Subgroup | Race/Ethnicity/EL Designation |
|---|-----------------------|--|----------------------------------|---|--|
| <ul style="list-style-type: none"> Are We Closing_201112_Elementary Are We Closing_201112_Secondary | Error Districts | <ul style="list-style-type: none"> ES – HL ES - HL | # of Students Enrolled | <ul style="list-style-type: none"> Overall & Specific Subgroups Males Females Students w/ Disabilities Students w/ Disabilities (Males) Students w/ Disabilities (Females) Students w/o Disabilities Students w/o Disabilities (Males) Students w/o Disabilities (Females) | <ul style="list-style-type: none"> All students American Indians Asian Americans Hawaiian/Pacific Islanders Blacks Latinos Whites ELs |
| <ul style="list-style-type: none"> Are We Closing_201112_Elementary Trends Are We Closing_201112_Secondary Trends | Trends 09-10 to 11-12 | <ul style="list-style-type: none"> A – C A – C | District Info | <ul style="list-style-type: none"> District Name State District ID | |
| | | <ul style="list-style-type: none"> D – W D - W | Suspension Rates & Trends | <ul style="list-style-type: none"> Rate (09-10) Rate (11-12) Trend (09-10 to 11-12) | <ul style="list-style-type: none"> All Students American Indians Asian Americans (no trend) Hawaiian/Pacific Islander (no trend) Blacks Latinos Whites ELs |
| | | <ul style="list-style-type: none"> X – AF X – AF | Suspension Rate Gaps & Trends | <ul style="list-style-type: none"> Gap (09-10) Gap (11-12) Gap Trend (09-10 to 11-12) | <ul style="list-style-type: none"> American Indians vs. Whites Blacks vs. Whites Latinos vs. Whites |
| | | <ul style="list-style-type: none"> AG – AW AG - AW | # of Students Suspended & Trends | <ul style="list-style-type: none"> # Suspended (09-10) # Suspended (11-12) # Suspended Trend (09-10 to 11-12) | <ul style="list-style-type: none"> All Students American Indians Asian Americans (no trend) Hawaiian/Pacific Islander (no trend) Blacks Latinos Whites |

Spreadsheet Glossary

| Term | Definition |
|--|--|
| Black/White Gap; Latino/White Gap; Native American/White Gap | The disparity in terms of percentage points between the suspension rate of one group and the suspension rate of another group. The Gap is calculated by subtracting the rate of the second group from that of the first. For instance, if Black students have a suspension rate of 40% and White Students 20%, then 40% - 20% is a difference of 20 points. Gaps always refer to the difference between two rates in percentage points. |
| Distortion (Margin of Error) | Per IES requirements, to protect the identity of individual students, all numbers regarding how many students were suspended or enrolled in this report and the related spreadsheets were rounded to the nearest five. In the spreadsheets, the suspension rates were shaded to reflect the margin of error created by the rounding. The margin of error was divided into five categories: 0 to 2%, >2 to 5%, >5 to 10%, >10 to 20%, and >20%. In addition, with respect to <i>trends</i> (change from 2009-2010 to 2011-2012) shading which indicated whether the trend directionality changed due to error caused by the rounding. |
| District ID | ID number assigned by the National Center for Education Statistics (NCES) to district. |
| District Name | Name of school district or local education agency (LEA). |
| EL | <p>“EL” stands for English Learner. In prior OCR data bases, the term “Limited English Proficient” was used.</p> <p>In coordination with the state’s definition based on Title 9 of ESEA, <i>English Learning students</i> are students:</p> <ul style="list-style-type: none"> (A) who are ages 3 through 21; (B) who are enrolled or preparing to enroll in an elementary school or secondary school; (C) (i) who were not born in the United States or whose native languages are languages other than English; (ii) (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or (iii) who are migratory, whose native languages are a language other than English, and who come from an environment where languages other than English are dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals <ul style="list-style-type: none"> (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. <p>English Learners are also known as Limited English proficient students.</p> |
| Elementary School | Any school with any combination of K-5 th and without a 7 th or 8 th grade. |

| Term | Definition |
|--------------------------|---|
| Gap Trend | The suspension rate disparity between two groups compared across two years. For instance, the Latino student/White student gap may be 5 percentage points in 2009-10 and then in 2011-12, the gap widens to 7. Thus, the GAP Trend would be +2 percentage points. |
| High School | 9-12, 10-12, 9th grade academies |
| High Suspending | Elementary: Schools with <i>10% or greater</i> suspension rates and at least 50 enrollees for any of the following groups: all students and students by race. |
| | Secondary: Schools with <i>25% or greater</i> suspension rates and at least 50 enrollees for any of the following groups: all students and students by race. |
| Lower-Suspending | Elementary: Schools with <i>2% or lower</i> suspension rates and at least 10 enrollees for all of the following groups: all students and students by race. |
| | Secondary: Schools <i>10% or lower</i> suspension rates and at least 10 enrollees for all of the following groups: all students and students by race. |
| Middle School | 5-8, 6-8, 7-9, 6 th grade academies. |
| Number of Schools | Number of individual schools. |
| Number of Students | Unduplicated means that each student is counted a single time even if the student received more than one out-of-school suspension during the year. A student that received 10 suspensions in the same year would only be recorded once. |
| Out-of-School Suspension | Student removed from school grounds for a finite period of time. Typically, the student is removed for 10 days or less |
| Overall Enrollment | The unduplicated count of students on the rolls of the school taken on a single date between September 27 and December 31, except that the count of students with disabilities (IDEA) should be as of the child count date. Students should be counted at the school where they actually physically attend. |
| Race &/or Ethnicity | Generally defined as: African-American/Black, American Indian, Asian, Native Hawaiian/Pacific Islander, Hispanic/Latino, or White. |
| Secondary School | 5-8, 6-8, 7-9, 6-12, 9-12, 10-12, 9 th grade academies. |
| State | State in which the district is located. |
| Subgroup | Population disaggregated from overall population by race/ethnicity, gender, and/or disability. |
| Suspension Rate | Number of suspended students divided by total enrollment. |

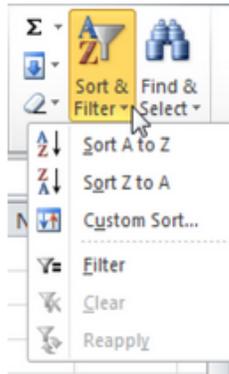
| Term | Definition |
|----------------------------|---|
| Trend | Suspension rates from one school year compared to the suspension rates of another school year. In the current report, we report on trends between the 2009-10 and 2011-12 school years. |
| With Disabilities (WD) | <p>Children (students) having mental retardation, hearing impairment including deafness, speech or language impairment, visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), orthopedic impairment, autism, traumatic brain injury, developmental delay, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, are eligible to receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an individualized education program, individual family service plan, or service plan.</p> <p>The “Students with Disabilities (IDEA)” column in survey items always refers to students with disabilities who are receiving services under the Individuals with Disabilities Education Act (IDEA).</p> |
| Without Disabilities (WOD) | Children (students) not eligible to receive special education and related services under the Disabilities Education Act (IDEA). |

Excel Use Guide: Sorting & Filtering

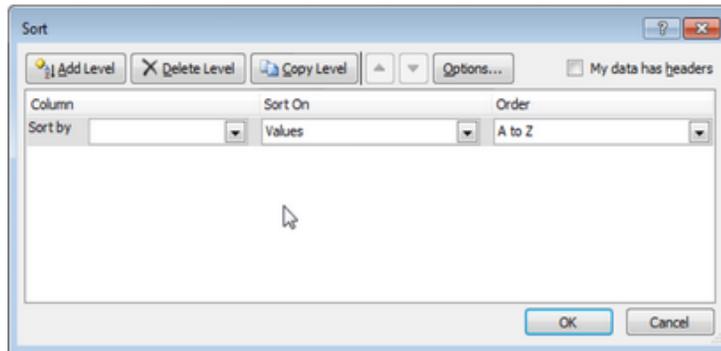
Excerpted from: <http://guides.lib.umich.edu/content.php?pid=361934&sid=3029943>

Sorting Data

For a quick sort, click the arrow below the Sort & Filtering icon in the Editing Group of the Home Ribbon and choose the Sort A to Z / Z to A icons in the Sort & Filter Group of the Data Ribbon. In Excel 2013, these are labeled Sort Smallest to Largest and the reverse.



For a more complex sort, go to the Home Ribbon, click the arrow below the Sort & Filtering icon in the Editing Group and choose Custom Sort. This takes you to the same Sort dialog box you get with the Sort icon in the Sort & Filter Group of the Data Ribbon.

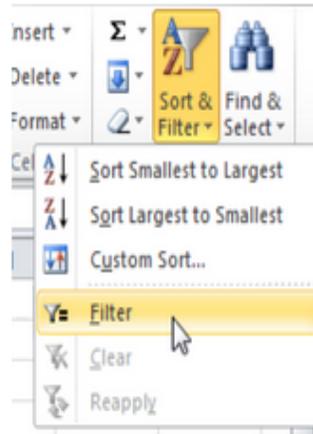


1. In the Sort by pulldown, choose the first column by which you would like to sort. If you want to sort on multiple columns, click the Add Level button.
2. In the Sort On pulldown, choose how you would like to sort. Note that Excel can sort by cell or font color in addition to values.
3. In the Order pulldown, choose A to Z (ascending), Z to A (descending), or Custom List.
4. Click OK to perform the sort.

Filtering Data

In addition to sorting, you may find that adding a filter allows you to better analyze your data. When data is filtered, only rows that meet the filter criteria will display, and other rows will be hidden. With data filtered, you can then copy, format, print, etc., your data, without having to sort or move it first. To use a filter,

- Go to the Home Ribbon, click the arrow below the Sort & Filtering icon in the Editing Group and choose Filter.



OR

- Go to the Data Ribbon, and then click Filter in the Sort & Filter Group.



You will notice that all of your column headings now have an arrow next to the heading name. Click on the arrow next to the heading by which you want to filter, and you will see a list of all the unique values in that column. Check the box next to the criteria you wish to match and click OK. Click on the arrow next to another heading to further filter the data.

To clear the filter, choose one of these options:

- Click on Filter icon next to the heading and choose Clear Filter From "Name of Heading".
- Go to the Data Ribbon and click the Clear icon in the Sort & Filter Group.
- Go to the Home Ribbon, click the arrow below the Sort & Filtering icon in the Editing Group and choose Clear.