User’s Guide
for
The Risk Calculator
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Early Warning Systems — Background

Individuals who drop out of school generally have outcomes that are poorer than their peers who complete school. Dropping out impacts employability, earning potential, health, involvement with crime, and access to support services (Christle and Jolivette, 2007; Freudenberg & Ruglis, 2007; Sum, Khatiwada and McHugh, 2013). Dropping out incurs high costs to the individual; the community where he or she lives, in the form of lost tax revenue and increased use of services; and to society in general. Hence, it is in everyone’s best interest to identify students who are at risk of dropping out early in their school careers and provide them the interventions and supports that will help them stay in school and succeed there.

Research on the factors that contribute to a student’s likelihood of dropping out has been based largely on correlation and regression and, more recently, on other modeling techniques. The work of Balfanz and Herzog (2005, 2006) in the Philadelphia school system; Mac Iver and Mac Iver (2009), and that of Allensworth and de la Torre (2014) and Allensworth and Easton (2005, 2007) in the Chicago Public Schools, indicates a triad of factors that can serve as reliable predictors of dropout risk: the “A, B, Cs.” These factors comprise attendance (more accurately, absence), behavior, and course performance (most significantly in English/English language arts and mathematics). There are a variety of other lesser factors that can account for additional variance in estimating dropout risk, including grade retention, measures of school engagement, socioeconomic status, parental engagement, school climate, and health (Allensworth and de la Torre, 2014).

These various indicators of dropout risk vary in relative significance with a student’s age. For example, aggression is a strong predictor in first graders (Ensminger and Slusarcick, 1992), whereas reading proficiency and attendance are better predictors in third grade (Hernandez, 2012; Lesnick, et al, 2010). By the time a student reaches sixth grade, failing math or English, attendance, and behavior are the strongest predictors of being at risk Balfanz and Herzog, 2005). By high school, academic achievement is the strongest predictor of dropout risk. Indicators of this in high school are credit deficiency, course failures, and having a GPA under 2.0 (Balfanz and Byrnes, 2010; Heppen and Therriault, 2008).

An additional risk factor which cuts across age is whether a student has special needs. Students with disabilities tend to drop out at a higher rate than their non-disabled peers. Students with learning disabilities and emotional disturbance drop out at a significantly higher rate than students in other disability categories (Blackorby and Wagner, 1996).

The class of tools referred to as early warning systems (EWS) provides a means for a school, school district, or a state to examine the relevant data about its student population and estimate each student’s likelihood of dropping out— their so-called risk level. These tools consider a student’s A, B, Cs as well as a combination of other data points about each student and provide an estimate of his or her risk level.

While generic EWS provide reasonable and reliable estimates of risk levels, researchers recommend that these tools should be tailored to the context in which they will be used. In other words, the tool should be calibrated using actual student risk indicator and outcome data (e.g., whether they dropped out of not) from prior years as well as other information about the school itself.
(e.g., urbanicity, SES distribution of the student body, school climate, etc.). Performing this sort of tuning of an EWS in consideration of the contextual factors that are influencing students’ decisions about persisting in school or dropping out will help reduce the number of misdiagnosed students.

The Risk Calculator

The Risk Calculator is a Web-based application developed at the National Dropout Prevention Center for Students with Disabilities. It continues to be supported and developed under the National Technical Assistance Center on Transition (NTACT). Schools or school districts may use this tool to estimate students’ risk of dropping out of school and to place at-risk students in appropriate intervention groups to improve the likelihood of their staying in school and succeeding. This tool utilizes student-level data elements to estimate a student’s risk of dropping out and to identify the areas in which he or she might need additional interventions and supports. The Risk Calculator is grounded in the research discussed above that identifies various risk factors and predictors associated with dropping out of school and, conversely, with school completion.

This tool uses commonly available student-level data, with the predominance of weighting favoring the A, B, Cs (attendance, behavior, and course performance). A list of data elements appears in Appendix A. The required data may be exported from a school’s student information system or assembled by hand in an Excel file, formatted to match the Calculator’s data layout requirements, and then imported into the online tool. A blank data template will be sent to you when you receive an account on the Risk Calculator.

The Risk Calculator considers the data for each student then estimates the student’s risk level (Low, Medium, High, or Ultra). It produces a clear, printable roster report, which school personnel can filter and sort to identify and group students according to their needs for support. The report lists each student’s name, student identification number, IEP status, special education category (including none, so it may be used for students with or without disabilities), race/ethnicity, assigned risk level, as well as whether the student might need support in mathematics, English, attendance, behavior, or school engagement.

In addition to providing student-level information, the tool also provides building-level summaries of the distribution of students among the four risk categories, grade, course failures, special education/regular education, ELL, race/ethnicity, and disability category. This information can help inform decisions about the need for installing universal and targeted interventions in the school.

The Risk Calculator may be used as a generic tool, employing the tool’s default cut points for the various pieces of data about each student, or may be tailored per a specific school or district’s context.

It should be understood that this tool, like any EWS, is not infallible. It provides a reasonable estimate of a student’s level of risk, based on some data about the student; however, it does not know the student and cannot consider what may be occurring in his or her life that could skew particular critical variables. Therefore, the results of this tool and those of its ilk should be a starting point—not the final word—when trying to plan the interventions and supports for a student. The knowledge of school staff about the student must also be considered.
Like any EWS, this tool should be used only when a school is planning or implementing interventions to support its at-risk students in staying in school and being successful. Identifying at-risk students without providing appropriate interventions and supports is not an appropriate use of the Risk Calculator. Merely labeling students as being “at risk” is likely to stigmatize them and further decrease their engagement and the likelihood of their succeeding in school.

Structure of the Tool: Hierarchy of Users and Permissions

There are three levels of users and associated permissions for the Risk Calculator: District Administrator, School Administrator and School User. Table 1 shows the various capabilities of each of these user types.

Table 1

<table>
<thead>
<tr>
<th>User type</th>
<th>Manage Schools (add, remove, edit)</th>
<th>Edit school info (name, number, cut scores, schedule type)</th>
<th>Manage District Admins &amp; School Users (add, remove, edit)</th>
<th>Manage School Admins &amp; School Users (add, remove, edit)</th>
<th>Import, view, edit, &amp; delete student data</th>
<th>Create, view, &amp; delete reports</th>
<th>Edit their own user profile (name, email, password)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Admin</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School Admin</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School User</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Gaining Access to the System

Obtaining a password

If you are a new District Administrator and there are no other users of the system in your district, you will need to contact NTACT at (RiskCalculations@uncc.edu) to set up an account for your district. If there is already an account associated with your district, contact the existing District Administrator and request that he or she create a District Administrator or School Administrator login for you, as is appropriate. If you will be a school user and need access to the system, ask your School Administrator to create an account for you.

Whether you are a District Administrator, School Administrator or a School User, once an account has been created for you in the system, you will receive an email asking for your email address and for you to specify a password. Click on the link in that email and the screen shown in Figure 1 should open. Enter your email address and specify a password, then click on the Reset Password button. After this, you will use that email and password to log onto the system in the future, as shown in Figure 2.
Note: if desired, in districts with a single school, the District Administrator can function as the School Administrator without having to specifically create a School Administrator login.

Login Screen

The login screen is shown in Figure 2. To gain access to the system, enter your user name, which is the email address associated with your account, and your password. Note: if you forget your password, go to the login screen, enter your email then click Forgot Password, visible in Figure 2, below. You should receive a link to reset the password within a few minutes.
Using the Risk Calculator

For District Administrators:

As a District Administrator, you can perform a number of tasks, including: adding or deleting all levels of district and school users; adding a new school; editing a school’s information; importing, viewing and deleting data files; and creating, viewing, and deleting reports. Each time you log into the system you will see the screen shown in Figure 3, which asks you to select the school in your district with which you wish to work.

![Figure 3 Choosing a School](image)

If you are working with one school’s data and wish to switch to a different school in your district, use the dropdown menu (see Figure 4) to access the screen that will let you do this, which is shown in Figure 5.

![Figure 4 Choosing a Different School](image)
Choosing a Different School

The Manage Schools Screen

Choose the Manage Schools option on the bar menu (Figure 6), to access the screen that lets you manage the schools in your district. The Manage Schools screen, shown in Figure 6, lets you add and delete schools, as well as edit the information about a school.
Add a School from the Manage Schools Screen

To add a school, in the Manage Schools screen, click the green bar labeled “+ Add School” (shown in Figure 7). Figure 8 shows the screen on which you must enter the school name, school number, the cut scores that delineate “proficient” or passing on your preferred assessments of math and English/ELA (the state assessment or the district’s preferred diagnostic tests), the minimum grade needed to pass math and English class, and the period of time the school’s data will represent (full school year, quarter, trimester, or semester).

Edit a School’s Information

To edit the information about a school that is already in the system, go to the Manage Schools screen and click the pencil icon beside the name of the school you wish to edit. The screen that will open (shown in Figure 9) allows you to edit the school name, school number, cut scores to achieve a score of “proficient” on the math and English/ELA assessments, the minimum grade needed to pass math and English classes, as well as the amount of time represented by a school’s data.
(a full year, a quarter, a trimester, or a semester). **Note:** this last information should NOT be changed once data have been entered for the school. If you need to change this after having accumulated some periods of data in the system, please contact NTACT via the Profile then Contact options on the menu.

Figure 9
Editing a School

**Delete a School**

To delete a school from the system, go to the *Manage Schools* screen and click the X to the right side of the screen, beside that school’s name. When asked to confirm the deletion, click *Delete*. If you clicked this in error, click *Cancel* or the X in the top right of the *Delete school* window. **Note:** if you attempt to delete a school for which data have been stored, you will see an error message. To continue and delete the school, you must first delete any data, reports, or users listed for that school.

**Note:** Once a school has been deleted, there is no way to recover the data or reports that had been associated with the school, though someone in the district would have had the data in order to load it into the system in the first place.

**The Manage Users screen**

District Administrators can add, edit and delete School Administrators and School Users within the schools in their district. To do so click on *Profile* then *Change School*. From this screen, choose the school in which to add, edit or delete an administrator or user.
Add a School Administrator or School User

To add a School Administrator or a School User, select the desired school, go to Profile, then Manage Users (see Figure 10). On the Manage Users screen, shown in Figure 11, click the +👤 icon. Enter the name and email address of the new user and then his or her credentials (the type of user you wish to create). Next, select the school(s) that the user should be able to access. Finally, click on Add User. The new person will receive a confirmation email from the system asking him or her to choose a password. Note: School Users may be granted access to multiple schools in the district to accommodate staff shared among schools (e.g., school counselors or psychologists).

![Figure 10](image)

Choose Manage Users from the Dropdown Menu

![Figure 11](image)

The Manage Users Screen

Edit a User’s Information

To edit a user’s information, from the Manage Users screen, click on the 👤 icon to the left of the name of the user whose information you wish to edit. From this screen, shown in Figure 12, you will be able to edit all of the information about the user and reset their password, if needed.
Delete a User

To remove a user from the system, go to the Manage Users screen and click on the X beside the name of the user you wish to remove from the system (see Figure 13). When asked to confirm the deletion, click Delete. If you did this in error, click Cancel or the X in the top right of the Delete user window.

Figure 12
Editing a User’s Information

Figure 13
Deleting a User or Administrator
For School Administrators:

As a School Administrator, you can perform a number of tasks, including: adding or deleting other School administrators and School Users; editing a school’s information; importing, viewing and deleting data files; and creating, viewing, and deleting reports. If you are an administrator for multiple schools, each time you log into the system you will see the screen shown in Figure 14, which asks you to select the school in your district with which you wish to work.

![Figure 14](image1.png)

**Figure 14**
Choosing a School

If you are working with one school’s data and wish to switch to a different school in your district, use the dropdown menu (see Figure 15) to access the screen shown in Figure 14.

![Figure 15](image2.png)

**Figure 15**
Choosing a Different School

The *Manage Schools* Screen

Choose the *Manage Schools* option from the bar menu (Figure 16), to access the screen that lets you edit the information about the schools for which you are an administrator.
Edit a School’s Information

As shown in Figure 17, to edit the information about a school, click on the pencil icon beside the name of the school. The screen that will open, shown in Figure 18, will allow you to edit the school name, school number, cut scores to achieve a score of “proficient” on the math and English/ELA assessments, the minimum grade needed to pass math and English classes, as well as the amount of time represented by a school’s data (a full year, a quarter, a trimester, or a semester). **Note:** this last information should NOT be changed once data have been entered for the school. If you need to change this after having accumulated some periods of data in the system, please contact NTACT via the Profile then Contact options on the menu.
The Manage Users screen

School Administrators can add, edit and delete other School Administrators as well as School Users within the school(s) they administer. To do so click on Profile then Change School (shown in Figure 15) and choose the school in which to add, edit or delete an administrator or user.

Add a School Administrator or School User

Go to Profile, then Manage Users (see Figure 19). On the Manage Users screen, shown in Figure 20, click the + icon. Enter the name and email address of the new user and then his or her credentials (the type of user you wish to create). Next, select the school(s) that the user should be able to access. Finally, click on Add User. The new person will receive a confirmation email from the system asking him or her to choose a password. Note: School Users may be granted access to multiple schools in the district to accommodate staff shared among schools (e.g., school counselors or psychologists).
To edit a user’s information, from the Manage Users screen, click on the icon to the left of the name of the user whose information you wish to edit. From this screen, shown in Figure 21, you will be able to edit all of the information about the user and reset their password, if needed.
Delete a User

To remove a user from the system, go to the Manage Users screen and click on the X beside the name of the user you wish to remove from the system (see Figure 22). When asked to confirm the deletion, click Delete. If you did this in error, click Cancel or the X in the top right of the Delete user window.

Working with data

The Risk Calculator needs data to be in a particular format—specifically in a “comma-delimited” or “comma-separated values” format. This type of file can be exported from Excel or likely your school’s student information management system. The basic structure of the file is that
there is one student’s worth of data per line of the file. There is no size limit on the number of students that can be entered in one file. A list of the data fields required by the tool is shown in Appendix A and a blank data template will be sent to you when you receive an account on the Risk Calculator.

**Import data:**

District and School Administrators can import data files for any school in their district. To import a data file, select the desired school in your district (Profile, then Change School). Once you have connected to the desired school, click on Data then Import Data to open the screen shown in Figure 23.

![Import Data Screen](image)

**Figure 23**
The *Import Data* Screen

Specify the data you want to import by first selecting the year. Next, select the period of time represented by the data during that year (whole year, semester, or trimester). Next, enter the number of school days in that year, semester or trimester. Finally, click the **Browse** button, locate the data file to import, and click “Open.” You may import data by dragging the desired data file onto the box labeled “Drag and Drop” after you have specified the information described above.

As shown in Figure 24, the file will be opened and visible on the screen. If desired, you can scroll through the data. If this is the file you want to import, click the **Proceed** button. If it is not the desired file, click **Cancel** and start the import process over.
If your data imported successfully, a dialog box will open that says “Successfully imported data. View Data.” To see the data file, click on “View Data” within that dialog box. If you do so, you will see a black button on the right side of the screen with the number of days represented by the data. If you accidentally entered the incorrect number of days that the data represent, you can change the value by clicking this button.

If there were one or more errors in the data, you will see the file opened in a viewing window with the errors highlighted, as shown in Figure 25. Serious errors that would prevent the Risk Calculator from estimating a student’s risk level are highlighted in red. Warnings are highlighted in yellow. There will also be a listing below the data window of the errors encountered in attempting to import the data file. The error listings follow the color scheme described above, with the serious errors listed first and the warnings displayed in a box below this.
If you encounter errors in the data, you should go back to the original data file and correct them before trying to import that data file. Serious errors, highlighted in red, will prevent a file from importing. Files containing errors of a less serious nature, highlighted in yellow, can be imported; however, it is best to correct the errors in the data and reimport the file.

**View data:**

To view a data file that has been imported into the system, choose *Data* and then *View Data*. Select the year and time period of data you wish to examine then click on the *View* button.

**Delete data:**

To delete a data file, use the *View Data* screen to locate the file you wish to delete. Instead of clicking the *View* button, click on the X beside the description of the file you wish to delete.

**Reports**

By default, the Risk Calculator generates “standard reports,” which provide information about students for a single period of time, for example, one semester or one year. It can also generate longitudinal reports, which span multiple time periods, such as two semesters, four quarters, or five
Both types of report provide information about each individual student whose data were used to generate the report as well as a summary of the data for all the students in the batch of data.

**Create a Standard Report**

To create a Standard Report, click on the *Reports* tab then *Create Report*. This will open the *Create Report* screen, shown in Figure 26.

![Create Report Screen](image_url)

**Figure 26**  
The *Create Report* Screen

The default report format is Standard Report. When the *Create Report* screen opens, you will see that this option is selected. First choose data for your report using the list boxes for Year and period of time (E.g., Semester 1). **Note:** you can only report on data that have been imported. If the name of the data file you desire for the report is not listed, you (or your school or district administrator, if you are a school user) will need to import the desired data for the report. If you want a basic report that contains all the students whose data you imported, simply click on the *Create Report* button after you have specified the data to use for the report.

You can optionally filter the results and generate a more focused report using any combination or permutation of grade, risk level, and/or subject. Figure 27 shows an example of how to create such a report. In the example, the report generated will show only students in ninth grade, who are at Medium Risk, and need support in English/ELA. This filtering feature can help a school plan for
staffing, space, and other resource needs by identifying the size and membership of particular intervention groups.

Figure 27
Generating a Customized Report with the Filtering Option
Features of the Standard Report

Figure 28
A Standard Report

The Student-by-Student View

An example of the student-by-student view of a Standard Report is shown in Figure 28, above. This example shows the Student view. This report format shows one student’s information per line. It includes the student’s name, ID number, grade, race/ethnicity, and estimated risk level (Low, Medium, High, or Ultra). It also indicates whether the student has an IEP, his or her disability category, and whether the student is a ward of the state and/or an English Language Learner. Finally, the report indicates the area(s) in which the student might need additional support or intervention. These areas are Math, English, Attendance, Behavior, and Engagement (a composite based on attendance, behavior, number of schools attended, and participation in an extracurricular activity).

This report screen has a search option, which allows the user to find a particular student by name or ID number. The screen also has a filtering option, which allows the user to view a list of students
with a particular characteristic (e.g., special education student or ELL). Additionally, the list of students can be sorted by intervention needs by clicking on one of the intervention names that appear at the top of the list.

The Summary View

To see a summary of the data for every student in the data file, click on the **Summary** button at the top of the report. Figure 29 shows an example of the top portion of a Summary Report. This style of report provides a quick overview of all the data used to generate the report. It breaks down the data by risk level at each grade, overall intervention needs, failure rates in English/ELA and math classes,
as well as the number and percentage of the students in each grade, ELL/non-ELL, racial/ethnic category, and disability category.

Examining the report summary can help a school identify needs at the whole school or grade level, which can aid in planning universal interventions and those targeted at specific groups of students.

**Create a Longitudinal Report**

To create a Longitudinal Report, click on the **Reports** tab then on **Create Report**. This will open the **Create Report** screen. From the Create Report screen, choose “Longitudinal.” Select the starting year and time period (quarter, semester, etc.) as well as the ending year and time period. The tool will provide a longitudinal view of your data across your chosen timespan. **Note:** If you have students who have transferred into or out of the cohort on which you are reporting, the tool will report on those students; however, their data will not be complete across the entire timespan. Figure 30 shows an example of creating a longitudinal report.

![Create Report](image)
Features of the Longitudinal Report

The Student View

The Student view of a Longitudinal Report is shown in Figure 31. Students are listed one per line with their ID number and demographic information. To see a single student’s risk across the periods of time encompassed by the report, click on the View Risk button (circled in red in Figure 31) to the right of the student’s name. An example of a single student’s report appears in Figure 32.

Figure 32
An Individual Student’s Longitudinal report
The Summary View

Figure 33 shows an example of a Longitudinal Summary Report. This is displayed by clicking on the School button (circled in Figure 33) in the Longitudinal Report. This report provides a quick way for a school to assess and follow changes in students’ risk levels and needs across time at the building level.

![Figure 32](image)

**Figure 32**

A Portion of a Longitudinal Summary report
Strategies for Implementing the Risk Calculator

The rationale for using an early warning system, such as the Risk Calculator, should be to identify students in order to provide them with needed supports and interventions. If there is not a commitment to implement a range of evidence-based programs and interventions to support youth identified as “at-risk,” there is no valid reason to implement an EWS.

That said, implementation of an EWS and the development and implementation of an appropriate intervention plan is best accomplished by a team. That team should include an administrator who has the authority to make decisions about adoption and implementation of interventions. The team should also include a data person, preferably one with access to and knowledge of the school’s student data management system, as well as regular and special-education staff, a school counselor, and other relevant staff with knowledge of evidence-based and promising practices that support school completion.

By using the filters when creating reports in the Risk Calculator, you can identify youth who need support in mathematics, English/English Language Arts, attendance, behavior, and engagement. Filtering the data with a combination of grade level, risk level and area of need, you can at least get a start at identifying youth who need placement in particular intervention groups under multi-tiered systems of support.

By using the longitudinal reporting capability of the Risk Calculator you will be able to follow changes in individual students’ risk estimates and support needs and see the risk and needs levels for the school building as they change over time.

Technical Support

For technical support or questions about the Risk Calculator, contact NTACT at RiskCalculations@uncc.edu.
Appendix A: Data Elements Required by the Risk Calculator

<table>
<thead>
<tr>
<th>Column in the data file</th>
<th>Data element</th>
<th>Format</th>
<th>Acceptable values in the data</th>
<th>Data source/location in your system</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Student's ID number</td>
<td>Text or number (no decimal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>First name</td>
<td>Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Last name</td>
<td>Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Grade Level</td>
<td>Number, no decimal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Birth date</td>
<td>Date format (e.g., 02/19/01)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Gender</td>
<td>Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Race / ethnicity</td>
<td>Text - using the Federal codes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Does student have an IEP?</td>
<td>Text or number with no decimal</td>
<td>No/Yes, N/Y, 0/1</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>SpEd category</td>
<td>Text - using standard abbreviations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>Is student ELL?</td>
<td>Text or number with no decimal</td>
<td>No/Yes, N/Y, 0/1</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Ward of the State?</td>
<td>Text or number with no decimal</td>
<td>No/Yes, N/Y, 0/1</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>Score on State Math test</td>
<td>Number, no decimal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Score on State English test</td>
<td>Number, no decimal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Grade in Math class</td>
<td>Text or number with no decimal</td>
<td>S, A, B+, B, C+, C, D+, D, F, U, NA, 1, 2, 3, 4</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>Grade in English class</td>
<td>Text or number with no decimal</td>
<td>S, A, B+, B, C+, C, D+, D, F, U, NA, 1, 2, 3, 4</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Student's attendance: # DAYS MISSED</td>
<td>Number, one decimal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Number of office Referrals</td>
<td>Number, no decimal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Number of class periods missed due to suspension</td>
<td>Number, one decimal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Participated in at least one extracurricular activity?</td>
<td>Text or number with no decimal</td>
<td>No/Yes, N/Y, 0/1</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Number of schools attended from K - present</td>
<td>Number, no decimal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Number of years retained from K - present</td>
<td>Number, no decimal</td>
<td></td>
<td></td>
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</table>
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