

Part B Discipline Data Notes

2017-18 Reporting Year

This document provides information or data notes on the ways in which states collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions. In addition, the data notes provide explanations of substantial changes or other changes that data users may find notable or of interest in the data from the previous year.

Bureau of Indian Education

- The State provided the following responses to large Year to Year changes:
 - There has been increase in the number of schools utilizing the Student Information System (NASIS) to report discipline data providing a more accurate systemic view.
 - There was better data reporting at school level in SY 2017-18, of the 174 BIE funded schools only 23 schools did not utilize the Student Information System to report discipline data.

California

- The State provided the following response to a large Year to Year change: Regarding SY 2017-18 decreases in Drugs (-23.97%), Serious Bodily Injury (-30.56%) and Weapons (-40.79%); Five districts account for most of the decreases due in part to targeted technical assistance.
- California's LEA level will not equal the SEA level due to how LEAs are reported. Inactive and closed school statuses, charter as LEAs, and Directly fund charters are not included in the LEA directory. Therefore, the LEA level submission excluded inactive and closed LEA data because the LEA file checks the district codes to ensure that they are in the district membership table/LEA directory. However, the SEA level does not exclude students and is not dependent upon the school's status. Therefore, the SEA level submission included all LEA data because the SEA file is an aggregation and it does not check if the LEA is in the district membership table/LEA directory.

Georgia

- The State provided the following response to a large Year to Year change: In 2017-18 Georgia reported 40 fewer incidents in which a student with a disability was found to have a weapon on campus or a school related activity. This represented a 34.78% reduction. The Georgia Department of Education as a whole is focusing on school safety and mental health issues for all students. This work has led to a new division in the Department of Education, the Office of School Safety and Climate.

Guam

- The State provided the following response to a large Year to Year change: The amount of disciplinary removals has increased for the total student population of Guam, non-SPED as well as SPED students. Guam schools have become more accurate in the data entry of problem behaviors for disciplinary action due to continuous training of personnel. An increase on a smaller population, as on Guam, would result in higher percentages difference.

Hawaii

- The State provided the following response to a large Year to Year change: The drastic decline in suspension numbers are due in part to the state's Multi-Tiered System of Support. This has caused many of our schools to be proactive in addressing behavioral issues early.

Idaho

- The State provided the following response to a large Year to Year change: Improved communication between the Information Technology team, Special Education, and LEAs improved the collection of information resulting in a substantial increase in reporting. Idaho has identified that continued training is necessary to improve data collection around disciplinary action and ensure the accuracy of coding.

Illinois

- The State provided the following response to a large Year to Year change: This is a small n-size. Due to this, the trend data are unstable and are not comparable.

Indiana

- The State provided the following response to a large Year to Year change: Indiana undertakes continuous efforts to improve data discipline quality. The increase in serious bodily injury likely reflects increased data quality.

Kansas

- Kansas has contracted with a new database vendor for the development and implementation of a new reporting method for the collection of State-wide discipline data. School year 2017-18 is the first year LEAs have been required to submit student level discipline data into a new module in the existing collection system. By implementing this new system, Kansas has made improvements to the collection process which has resulted in more accurate and verifiable data. Kansas is also partnering with a federal TA center for creation of ED Facts files. Through the partnership with the TA center, additional enhancements were made to the collection system, specifically to identify cases of duplicated student records. Kansas implemented these upgrades and removed duplicated data from the appropriate reports.

Maine

- An increase in the number of disciplinary events was observed in SY 2017-18 for both general and special education. The increase is due to improved communication and follow up with LEAs regarding missing data or anomalies and follow-up with LEAs that have not certified data.

Massachusetts

- As noted in our State Submission Plan, along with Male and Female, Massachusetts collects "Non-Binary" gender. Guidance from OSEP was to NOT include these students in any count involving gender. This explains why counts for totals including gender do not equal counts for totals that do not include gender.

Missouri

- The State provided the following response to a large Year to Year change: There was a decrease in the number of children with unilateral removals reported from 2016-17 to 2017-18. Fewer LEAs reported unilateral removals, probably as a result of increased data verification efforts by the SEA.

Montana

- The State provided the following responses to large Year to Year changes:

- The decrease in removals of 1 day or less can be attributed to schools working harder to keep students in school and receiving services after a disciplinary incident.
- New certification Software was used this reporting period. Expect less anomalies in future years. Sub totals will not match (Within LEA file & LEA to SEA files).

- Montana utilized a new data collection and submission system for their SY 2017-18 Discipline Data Collection. This system experienced some issues with the data submissions that could not be corrected. Montana is working with the vendor to correct these issues and anticipates marked improvement in the SY 2018-19 data.

New Jersey

- The State provided the following response to a large Year to Year change: The discipline data for the 2017-18 school year was collected for the first time in the State's Student Safety Data System (SSDS). The SSDS replaced both the Electronic Violence and Vandalism Reporting System (EVVRS) and the Harassment, Intimidation, and Bullying – Investigations, Trainings and Programs (HIB-ITP) system. The fluctuations in data reported for the 2017-18 school year were anticipated as the new system clarified reporting requirements and the State provided extensive technical assistance and guidance to LEAs on the required data elements.

Puerto Rico

- The State provided the following response to a large Year to Year change: During 2017-18, PRDE experienced a significant decrease in multiple discipline data points due in large part to the impact of two significant hurricanes hitting Puerto Rico back-to-back (Hurricanes Irma and María) during September 2017. In the aftermath of Hurricane Maria, a large number of PRDE public schools served as shelters for families and individuals. Additionally, several schools were closed and unable to serve these key roles for their communities following the hurricanes due to the significant levels of damages to their structure. By November 7, 2017, PRDE had been able to re-open approximately half to the schools that existed at the start of the 2017-18 school year. A total of approximately 20 schools that existed at the start of the 2017-18 school year never re-opened due to severe damages sustained as a result of the hurricanes.

As such, the combination of less total students, less school days, and increased focus on addressing trauma and returning students to a sense of normalcy resulted in lower numbers of disciplinary removals of all sorts as compared to the prior year, including (i) removals less than or equal to 10 days, (ii) suspensions of 1 day or less, (iii) suspensions of 2 or more days, and (iv) total disciplinary removals.

Tennessee

- The State provided the following response to a large Year to Year change: Regarding, the year-to-year change noted for Serious Bodily Injury, this noted change is likely due to the aberration in the count increase unique to the 2016-17 SY.

Virgin Islands

- In September 2017, the beginning of the 2017-18 school year, the United States Virgin Islands was greatly impacted by two Category 5 hurricanes, resulting in the Territories infrastructure suffering severe damages. As a result of these damages many schools opened and reopened at varying times. Furthermore, the vast majority of schools were reassigned to different school locations where they shared the school building with another school. Additionally, the majority of schools operated on

modified school session-split sessions (AM and PM). The State contributes the decrease in the data group 682, FS 143 for Total number of children with Disabilities with disciplinary Removals to the shorter school days.

Vermont

- We are in the middle of full implementation of our Statewide Longitudinal Data System (SLDS). With so much change happening, the field is struggling to meet their data reporting requirements to us here at the SEA.

As such, we are assisting the field with every resource we have available so as to help them complete their data reporting process so that they can successfully provide their data to us, and we can then in turn, compile and report at a State and Federal level.

Once the SLDS is fully implemented in the next 6 months, we anticipate much cleaner, more timely, and accurate data to be reported to us with far lower burden on the field going forward. As it is our plan to also adopt and implement Generate over the next 12-24 months, we anticipate a significantly more seamless reporting process in the long run.

Washington

- During the 2016-17 and 2017-18 school years, many additional discipline elements were added to the statewide student level data collection system due to new State Legislation. It is expected that the data will continue to evolve over the next year or two as building level staff become more familiar with collecting these data.

West Virginia

- The subtotal of all student counts submitted by race will not match submitted grand total due to student(s) not reporting their ethnicity/race.

Wisconsin

- The State provided the following response to a large Year to Year change: Wisconsin implemented a new data collection system that now has discipline data coming via a new mechanism. The heightened promotion of data quality, validations, and continuous training/new training resources reflect the accuracy of reporting to increase.

Wyoming

- The collection mechanism/method for discipline data changed during SY 2016-17; therefore, the data are in a transition period. Business rules are being implemented for the SY 2018-19 and further fluctuations are expected. Wyoming anticipates these changes will improve data quality as well as accuracy.

- These collections went from a student level data collection to an aggregate level data collection. LEAs are still working out the kinks with regards to reporting per incident to cumulative. Business rules will be implemented in the upcoming 2018-19 cycle to alleviate this issue.