

Part B Discipline Data Notes

2018-19 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.

District of Columbia

- The State provided the following response(s) to large Year to Year change(s):
 - There were decreases observed in several student categories during SY 2018-19. The Office of the State Superintendent of Education (OSSE) does not collect specific reasons for the changes in local education agency (LEA) or State-level discipline data. However, the decreases may be due to the Student Fair Access to School Amendment Act of 2018 which limits the use of exclusionary practices to specific offenses that put the safety of staff or students at-risk.

Georgia

- The State provided the following response(s) to large Year to Year change(s):
 - The Georgia Department of Education embedded improving school climate in its Statewide Strategic Plan as a foundational element of improving the conditions for learning, providing safe and secure schools, increasing student engagement and feelings of connectedness, and supporting teachers and parents. With the formation of the Office of School Safety and Climate (OSSC), the Georgia Department of Education established a cohesive division for addressing these areas, incorporating the Positive Behavioral Interventions and Supports (PBIS) unit into the work. PBIS continues to be the core framework in Georgia for improving school climate and, with successful implementation, provides a strong foundation for additional prevention strategies. The work of the OSSC with partner agencies and groups has included initiatives to implement Sources of Strength and Second Step, both evidence-based programs that are proven to reduce substance abuse, bullying, and suicidality while increasing help seeking behaviors. In addition, a state budgetary allocation through the Regional Education Service Agencies (RESAs) has provided Mental Health Awareness Training, including trauma, suicidality, and general awareness, to over 20,000 educators, increasing educator capacity to respond to youth at risk.

Guam

- The State provided the following response(s) to large Year to Year change(s):
 - The amount of disciplinary removals has decreased for the total student population of Guam, non-special education as well as special education students.
 - The percent difference from SY 2017-18 to SY 2018-19 for the category “Greater than 10 days” for non-special education students was -35.06%, which is less than the -57.94% for special education students. The percent difference from SY 2017-18 to SY 2018-19 for the category “Less than or equal to 10 days” for non-special education students was -45.28%, which is greater than the -22.49% for special education students.

- The percent difference from SY 2017-18 to SY 2018-19 for the category “2 through 10 days” for non-special education students was -48.75%, which is greater than the -27.92% for special education students.
- The percent difference from SY 2017-18 to SY 2018-19 for the total disciplinary removals for non-special education students was -41.13%, which is similar to the -38.88% for special education students.

The combined results show a decrease across both categories that is similar for non-special education and special education students. Numerical differences on a smaller population, as on Guam, result in higher percentages difference as well.

Idaho

- The State provided the following response(s) to large Year to Year change(s):

- Three factors contributing to the increased number of disciplinary actions have been identified.
 1. A number of local education agencies (LEAs) reported disciplinary action for SY 2018-19 which had not previously reported instances of in school suspension, out of school suspension and expulsion.
 2. Improved communication and training between the Special Education team, Technical Support team, and LEAs, resulting in increased understanding of what constitutes in school suspension and out of school suspension disciplinary actions.
 3. Elements of the collection process were revised for SY 2018-19 to ensure student information was appropriately tracked between LEAs.

Illinois

- The State provided the following response(s) to large Year to Year change(s):

- This is a small n-size. Due to this, the trend data are volatile. All data reported came from only 11 local education agencies (LEAs) and one of our largest LEAs did not report any students in this category for SY 2018-19 as they did in the previous year. This particular LEA has also been trending with a lower Child Count over the past several years.

Indiana

- Several students were expelled twice from two different local education agencies (LEAs). Therefore, the LEA count for Category Set A, Children with one or more disabilities that did not receive educational services, is higher than the state education agency (SEA) count.

Iowa

- The State is a non-categorical state and does not assign students to disability category.

Kansas

- Kansas has investigated the decline in the numbers of students reported for removals to an Interim Alternative Educational setting. Kansas is continuing to work with our vendor to collect and report more accurate and reliable discipline data. Kansas has also received additional clarification on reporting

requirements. Kansas believes the counts for students removed to an Interim Alternative Educational setting for FY 2019 is accurate.

Kentucky

- The State provided the following response(s) to large Year to Year change(s):
 - Kentucky had an increase of 21,849 removals from SY 2017-18 to SY 2018-19, for an increase of 44.43%. This is due to a concerted focus on training around removals in order to ensure that students without disabilities are being removed for behavior events at a comparable rate of students with disabilities. Because of this effort, Kentucky has seen an overall increase of behavior events being recorded due to heightened awareness and better understanding.

Massachusetts

- Along with Male and Female, Massachusetts collects “Non-Binary” gender. Guidance from the Office of Special Education Programs (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.

Michigan

- The state is providing more technical assistance in the area of discipline and ensuring that students are not receiving in and out of school suspensions.

Missouri

- The State provided the following response(s) to large Year to Year change(s):
 - Unilaterally removed to an interim alternative educational setting for drugs, weapons, or serious bodily injury decreased by 29 and 45% from the prior year. The decrease is spread over several local education agencies (LEAs) and is likely the result of data verification efforts.
 - Unilateral Removal for Drugs decreased by 32 and 64% from the prior year. The decrease is spread over several LEAs and is likely the result of data verification efforts.

Nebraska

- Nebraska implemented a student-level discipline reporting process for SY 2018-19 instead of the prior building-level data submission system, to ensure reliable data.
- There are instances where students are given a new disability after moving to new local education agencies (LEAs). Student counts are duplicated if disciplined in more than one district, and when data are rolled up at the state education agency (SEA) level, they will appear in more than one Disability Category, but will not be duplicated in Race, Gender, or English Learner Status.
- Nebraska does not have unilateral removals for students with disabilities from SY 2017-18. With the introduction of the state’s new reporting system of ADVISER and a new disciplinary action reporting method at the student level as opposed to prior reporting at the building level, combined with improved reporting by the local education agencies (LEAs) and enhanced technical assistance and guidance

documents, the LEAs have started to better identify the actual parameters surrounding unilateral removals and have realized they had, in fact, used other means of disciplinary action.

Nevada

- The State provided the following response(s) to large Year to Year change(s):

- The year-to-year decrease in the total count of children with disabilities (Individuals with Disabilities Education Act, IDEA) ages 3 through 21 removed to interim education settings by School Personnel (not the individualized education program, IEP, team) for drugs, weapons, or serious bodily, between SY 2017-18 and SY 2018-19 is the result of improved technical assistance to local education agencies (LEAs) and improved data quality review and control.
- The year-to-year increase in type of incidents (i.e., drugs, weapons) for which children with disabilities (Individuals with Disabilities Education Act, IDEA) ages 3 through 21 were removed to interim education settings by School Personnel (not the IEP team) between SY 2017-18 and SY 2018-19 is the result of improved technical assistance to local education agencies (LEAs) and improved data quality review and control.
- Beginning in SY 2018-19, the Nevada state education agency (SEA) filled an additional position, and that position has implemented clear, continuous technical assistance and training provided to local education agencies (LEAs) on accurate data entry into the student information system. The technical assistance system has included one:one communication, and has included data review and validation processes, and additional training on file specifications/definitions and expectations. The technical assistance system has also established protocols for preliminary data submission from the LEAs to the SEA, so that data quality can be analyzed prior to submission.

North Carolina

- The State provided the following response(s) to large Year to Year change(s):

- North Carolina is happy to report that Weapon Offences are down across the state, due to increased focus on Positive Behavior Interventions and School Safety programs. North Carolina recognizes that interim education settings don't always provide the best setting for students; therefore, there has been an effort to reduce transfers to interim education settings across the state, which is reflected in the drop seen for this population; this initiative is not only focused on the individualized education program (IEP) students, but on all students in North Carolina.

North Dakota

- The State provided the following response(s) to large Year to Year change(s):

- North Dakota Department of Public Instruction (NDDPI) has observed an increasing number of children and youth with behavioral and socio emotional needs. However, local schools face the challenge of implementing with fidelity, evidence-based behavioral interventions and best practices to adequately address students' behavioral and socio emotional needs, instead resorting to disciplinary removals.

The NDDPI, through its Multi-Tier System of Supports' (NDMTSS) framework, is working with schools across the state to develop school-wide support systems that integrate academic and behavioral interventions for improving student outcomes. In addition, the NDDPI is engaging

and collaborating with the local education agencies (LEAs) on ways to improve the processes of discipline data collection and reporting at the school level.

Ohio

- The State provided the following response(s) to large Year to Year change(s):
 - The increase in students with disabilities reported with discipline events, in the category of serious bodily injury, is attributed to a new series of discipline data checking reports produced by the state education agency (SEA) for each local education agency (LEA). These reports cover all discipline events for students with disabilities and encourage LEAs to check and verify their data before the close of the year-end reporting period. These data checking reports, combined with other efforts, have improved the accuracy and completeness of discipline data.

Oregon

- The State provided the following response(s) to large Year to Year change(s):
 - Starting with SY 2018-19, Oregon allows for three permitted values in the Gender (Sex) category. The count of the third permitted value has been removed from all category sets that include Gender (Sex), thus sums of category sets that include Gender (Sex) will not add up to other category sets or totals.

Rhode Island

- State does not allow students to be expelled.

Tennessee

- The State provided the following response(s) to large Year to Year change(s):
 - Regarding the year-to-year change noted for Serious Bodily Injury, this category sees a fair amount of fluctuation, especially in recent years. This number looks appropriate given the data from SY 2016-17 and the overall volatility in the counts for this category.

Texas

- The State provided the following response(s) to large Year to Year change(s):
 - The decrease in the removals coded for weapons may be attributed to the State's response to the May 2018 Santa Fe Independent School District shooting, which included the Governor's June 2018 School Safety plan and the increase in statewide programs to improve school safety.

Vermont

- Delayed submission of the file has been due to the ongoing implementation of the Statewide Longitudinal Data System and the difficulties the field has had adjusting despite support from Vermont Agency of Education.

Virgin Islands

- The State provided the following response(s) to large Year to Year change(s):
 - The total number of children with Disabilities with Disciplinary Removals Totaling >10 Days increased when compared to SY 2017-18. This can be attributed to the reinstatement of a full

school day for SY 2018-19. The shortened school days were a result of the damage to the infrastructure resulting from the 2017 storms.

Washington

- Beginning with SY 2016-17 and continuing with SY 2017-18 and SY 2018-19, additional discipline elements continue to be added or refined 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.
- Washington gathers F, M, and X in their student-level data collection. Guidance was provided to excluded X in any Category Sets involving Sex, but to include those student counts in any other Category Sets and Totals.

West Virginia

- The State provided the following response(s) to large Year to Year change(s):
 - West Virginia Office of Special Education and Student Support has been working with districts/ local education agencies (LEAs) via our Annual Desk Audit determinations and improvement plans, district and state conferences, and on-site monitoring to address the practices of suspensions/expulsions across the state. As a result, procedures and practices are better aligning with state policy in implementing positive behavior supports and interventions, thus reducing the number students being suspended for greater than ten days.