



IDC Interactive Institutes 2018
Building a Culture of High-Quality Part B Data

# What to Know About High-Quality Discipline Data

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## **Agenda**

 Working Principles of High-Quality IDEA Data

Collecting
 Discipline Data



- Validating Discipline Data
- Submitting Discipline Data
- Reporting Discipline Data



### Working Principles of High-Quality IDEA Data

High-quality data are timely, accurate, and complete. In addition, they are usable, accessible, and secure. Educators and representatives at the local, state, and federal levels use high-quality early intervention and special education data to inform their decisions as they work to meet the needs of children and students with disabilities and their families.

Roll over circles to reveal definitions.





# Working Principles of High-Quality IDEA Data

#### Timely

- Data are current per a specific period of time
- Data are submitted to the appropriate agency by due date
- Data are collected/analyzed when useful for intended purpose

#### Accurate

- Data are reliable—they are consistent across time, methods, and locations
- Data are valid—they represent what they intend to measure

#### Complete

 Data represent the expected population (e.g., at the national, state, or local levels) and subgroups (e.g., race/ethnicity)



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# Working Principles of High-Quality IDEA Data (cont.)

#### Usable

- Decisionmakers can use the data to support sound management, strong governance, and dedication to improving results for children and youth with disabilities and their families

#### Accessible

- Data are readily available in formats that are understandable, user-friendly, and practical

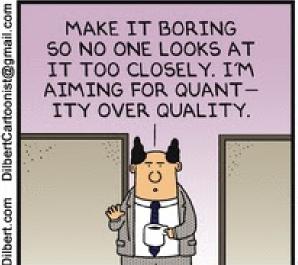
#### Secure

- Agencies collect and store data with due consideration to maintaining confidentiality and with electronic and physical protections consistent with the sensitivity of the data



# **Collecting Discipline Data**













# **Collecting Discipline Data (cont.)**

#### How does your state capture discipline data?

- Event Level (Behaviors resulting in a resolution)
- Student Child Specific (Including demographics)
- Type or Resolution
  - In-School Removal
  - Out-of-School Removal
  - Other Resolution Types
- Length of Resolution
  - Start Date/End Date
  - Start Time/End Time
  - Full Day Counts Only
  - Half Day Counts
  - Actual Time of Resolution
  - School Days/Calendar Days







## **Collecting Discipline Data (cont.)**

- How does your state ensure discipline data are high quality
  - Are data reported on a *timely* basis
  - Are data captured accurately
  - Are the data **complete**
  - Are the data *usable*
  - Are the data **secure**
  - Are the data accessible
- Discuss how you can improve the quality of your state's collection discipline data



## Validating Discipline Data



"Oh sure, I've used historical data analysis in the past, but lately it's been pretty much hysterical data analysis at work."



## Validating Discipline Data (cont.)

- How does your state validate the discipline data collected by LEAs and schools
  - Does your state have a student information system (SIS) that performs edit checks as data are entered
  - Does the SIS provide logic checks as data are entered (i.e., 7-year-olds are not in high school)
  - Does the SIS ensure records are complete
  - How are corrections to the data made
- What validation steps does your state perform to ensure data are timely, accurate, and complete prior to submission and reporting



## **Security of Discipline Data**





# Security of Discipline Data (cont.)

How does your state ensure the security of discipline data in the collection, validation, submission, reporting, and storage processes?

- Is access to data restricted to approved user IDs
- Do local education agencies (LEAs) and the state use secure networks to capture, submit, and store the data
- Does the state restrict staff access to the data
- Does the state use protocols when reporting data to prevent identification of students when there are small numbers involved





# Security of Discipline Data (cont.)



- The U.S. Department of Education's Protecting Student Privacy website is a service provided by the Privacy Technical Assistance Center and the Family Policy Compliance Office
- https://studentprivacy.ed.gov/



# **Reporting Discipline Data**





## Reporting Discipline Data (cont.)

#### Does your state publicly report discipline data?

- Does your state use the data to produce public reports based on the same data submitted to OSEP
- Does your state review its data prior to reporting



#### **Tools and Resources**

- IDEA Part B Discipline Data Collection Questions and Answers
- Enhanced Pre-submission Edit Check Tools for IDEA 618
   Part B Data
- <u>Spreadsheet Application for Calculating Disproportionality</u> <u>Measures and User's Guide: Spreadsheet Application for</u> <u>Calculating Disproportionality Measures (Revised)</u>
- <u>Back-to-Basics on Part B Suspension and Expulsion—What</u>
   <u>You Need to Know About Indicator B4</u>
- Equity, Inclusion, and Opportunity: Addressing Success
   Gaps



## Part B Discipline Data Collection Q&A

- Assist states with the collection of data on children with disabilities served under IDEA who were subject to disciplinary removal
- States can use this document to supplement instructions provided in the EDFacts file specifications for the EDFacts files used to report IDEA disciplinary removal data (FS005, FS006, FS007, FS088, FS143, and FS144)



https://www.ideadata.org/resources/resource/1579/idea-part-b-discipline-data-collection-questions-and-answers



**Enhanced Pre-submission Edit Check** 

**Tools** 

 Use these tools to review the contents of IDEA 618 EDFacts discipline data files prior to submission to the EDFacts Submission System, or ESS

 Apply edit checks and identify potential errors in subtotals or totals in the data files Enhanced
Pre-submission Edit
Check Tools for IDEA
618 Part B Data

618

https://www.ideadata.org/resources/resource/1578/enhanced-presubmission-edit-check-tools-for-idea-618-part-b-data



**Spreadsheet Application for Calculating Disproportionality** 

Measures (R)

Calculates several disproportionality measures, including risk, risk ratio, weighted risk ratio, alternate risk ratio, risk difference, composition, difference in composition, relative difference in composition, the E-formula, and variations of several of these measures for total disciplinary removals



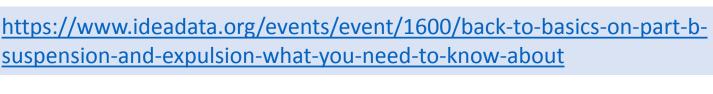
https://www.ideadata.org/resources/resource/1484/spreadsheet-application-for-calculating-disproportionality-measures-and



#### **Back to Basics Webinar**

Beginning-level information on Indicator B4 (Suspensions and **Expulsions**)

- Review of B4's specific criteria and data sources
- Steps and calculations required to collect, analyze, and report Indicator B4 data
- Differences or similarities between Indicator B4 and the other indicators







Back-to-Basics

Julie Bollmer Nancy O'Hara

May 23, 2017

**Back-to-Basics on Part B Suspension** 

and Expulsion—What You Need to

**Know About Indicator B4** 

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# **Success Gaps Toolkit**

The Success Gaps Toolkit supports
use of the Equity, Inclusion, and
 Opportunity: Addressing Success
 Gaps White Paper and Equity,
 Inclusion, and Opportunity:
 Addressing Success Gaps,
 Indicators of Success Rubric



 Includes materials and resources to assist a school or district to conduct a root cause analysis and make a plan for reducing success gaps

https://www.ideadata.org/resources/resource/1538/success-gaps-toolkit



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