



INTERACTIVE INSTITUTES **2020**

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Exploring Preschool Discipline Data and Planning for Program Improvement



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data



Presenters



Fort Worth, TX – March 3–4, 2020

Heather Reynolds, IDEA Data Center

Tony Ruggiero, IDEA Data Center

Nashville, TN – Cancelled Due to COVID-19

Heather Reynolds, IDEA Data Center

Tony Ruggiero, IDEA Data Center



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

Agenda



- What data do states report nationally?
- What story do the national data tell?
- How can you get a more complete story for your state?
 - Cross-state sharing
- What can help you use your state and local data more effectively?



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

What Data Do States Report Nationally?



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

What IDEA Part B Data Are Reported Nationally?

IDEA Part B 618 Discipline

Number and percent of children and students ages 3–21 with disabilities

- Removed to interim alternative educational setting, by type of removal and state
- Suspended/expelled, by total number of days removed and state
- Subject to disciplinary removal, by total cumulative number of days removed during school year and state

Disaggregated by

- Disability
- Race/ethnicity
- Female and male
- English learners (EL) and non-English learners

Number of children and students subject to expulsion

Disaggregated by

- Disability status
- Receipt of educational service
- State

What OCR CRDC Preschool Discipline Data Are Reported Nationally?

Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC)	
Number and percent of preschool students (ages 3–5) who <ul style="list-style-type: none">• Received one out-of-school suspension• Received more than one out-of-school suspension• Were expelled• Received corporal punishment	Disaggregated by <ul style="list-style-type: none">• Disability• Race/ethnicity• Female and male• English learners (EL) and non-English learners
Number of instances of corporal punishment that students (preschool through grade 12) received	Disaggregated by <ul style="list-style-type: none">• Students without disabilities• Students with disabilities



Where Do These Data Come From?

- Public preschools
- Private preschools
- Schools



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

What Story Do the National Data Tell?



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

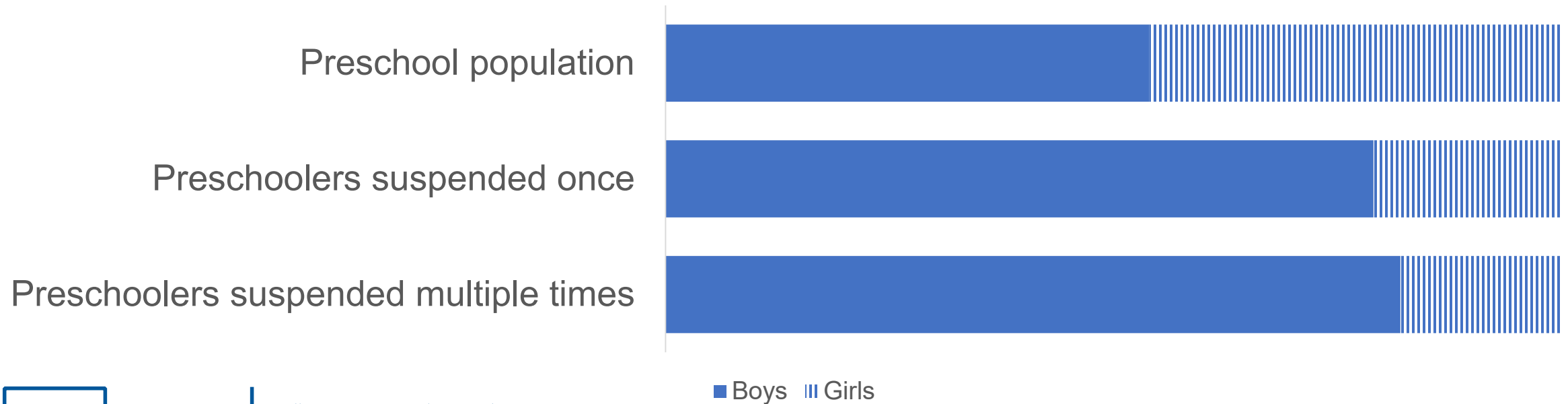
Discipline disparities start in preschool for boys and Black/African American students.



Most Public Preschool Children Suspended Are Boys

Boys represent 54% of preschool enrollment; they represent 78% of preschool children receiving one or more out-of-school suspensions (2013–14 CRDC).

Boys Are 54% of the Preschool Population but Represent 79% of Preschoolers Suspended Once and 82% of Those Suspended Multiple Times (2011–12 CRDC)

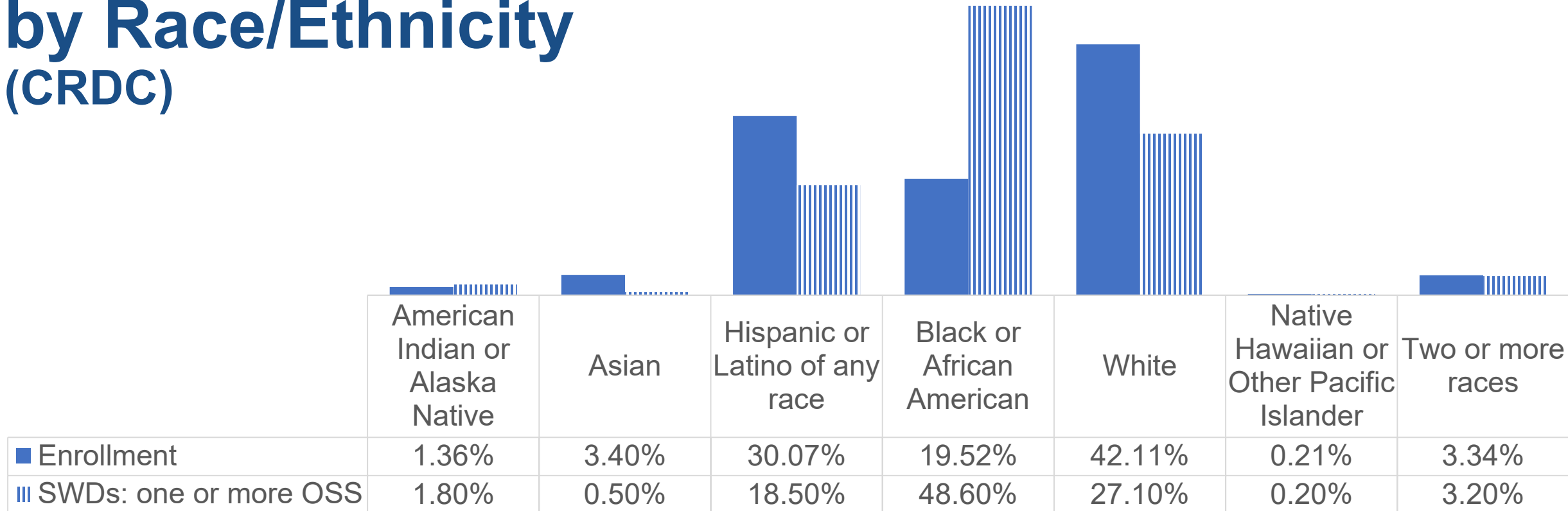


Black Children Are 3.6 Times as Likely as White Children to Be Suspended From Preschool

- Black children represent 19% of preschool enrollment but 47% of preschool children receiving one or more out-of-school suspensions
- White children represent 41% of preschool enrollment but 28% of preschool children receiving one or more out-of-school suspensions

[U.S. Government Accountability Office (GAO) 2016]

2013–14 Preschool Enrollment and Out-of-School Suspensions (OSS) by Race/Ethnicity (CRDC)



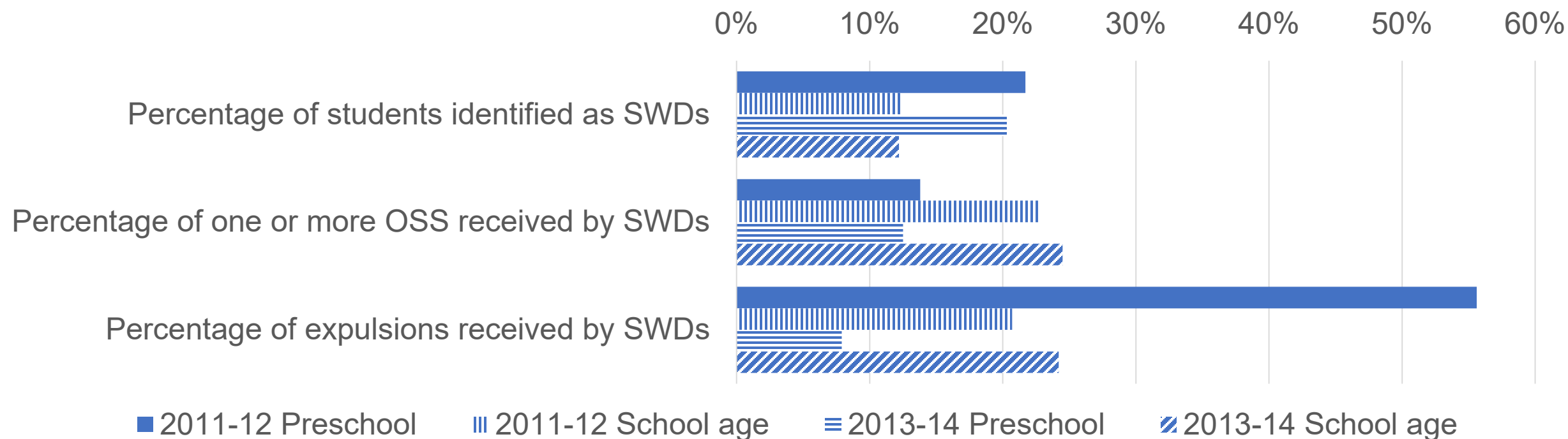
Students with disabilities (SWDs)

Public Preschool Children With Disabilities Are Not Overrepresented in Out-of-School Suspensions

Children with disabilities represent 20% of preschool enrollment but 15% of preschool children receiving one or more out-of-school suspensions.

(GAO 2016)

Comparing Preschool and K-12 SWDs and OSS Data (CRDC)



What About IDEA Discipline Data?



Both include
ages 3–21,
but
national reports
aren't
disaggregated
by age

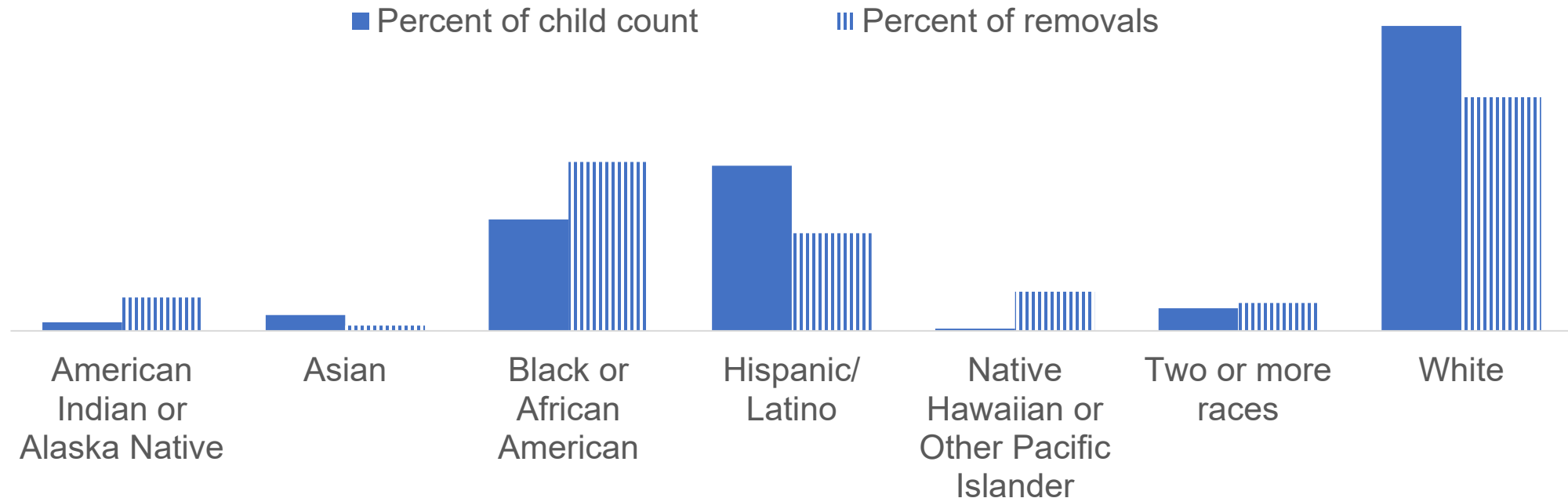
- 618 Discipline
- Significant Disproportionality for Discipline



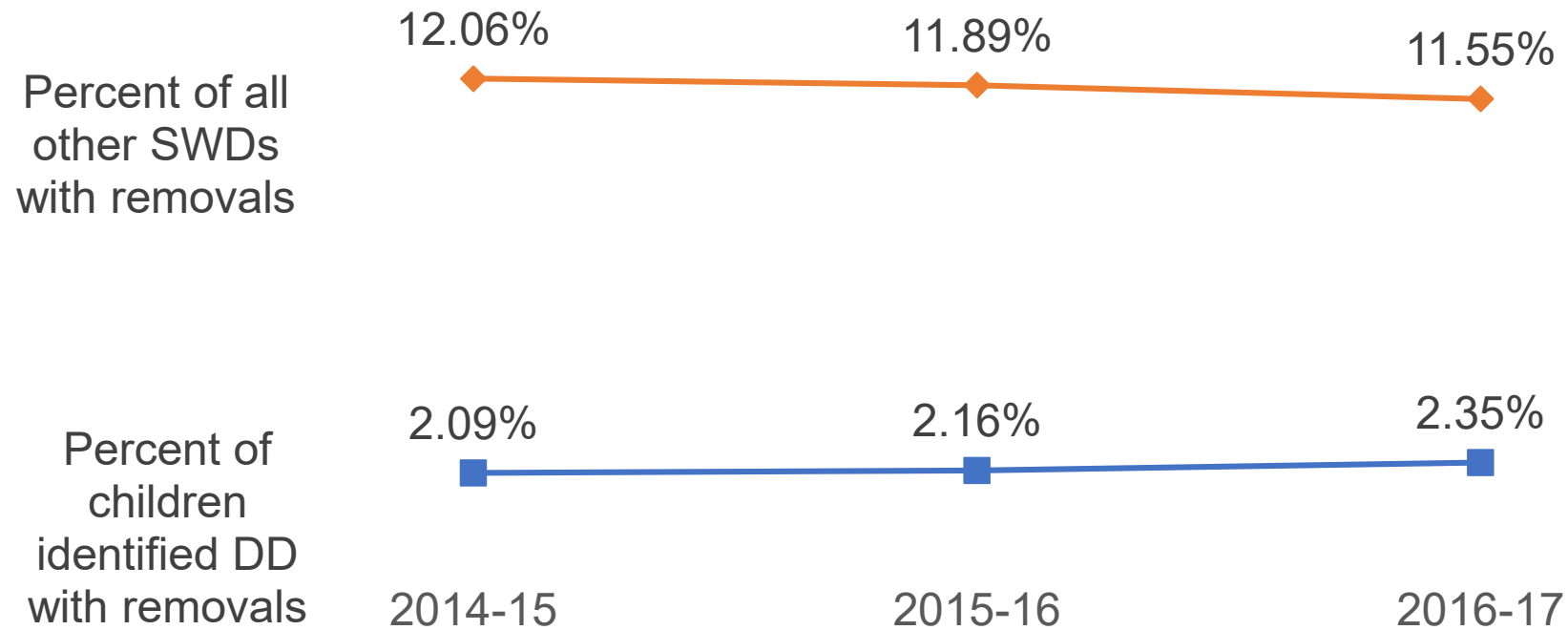
IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

2016–17 618 Data Show Similar Discrepancies Between the 3–21 Population and Removals



Far Fewer Children Identified With Developmental Delay (DD) Have One or More Removals Than All Other SWDs



How Can You Get a More Complete Story for Your State?



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data



What Other Perspectives Do You Need?



Who needs to be involved to make sure the story is complete?

- First round of data analysis:
Special education team
- Second round of data analysis:
Related education partners
- Sharing of data findings:
Stakeholders (families, communities)

Why?

- Help address data quality
- Disaggregate existing data
- Identify other data sources



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

Who Needs to Participate?



Special Education Team

- 619 coordinator
- Data manager
- *EDFacts* coordinator
- State special education director

Related Education Partners

- Title or At-risk services
- Early childhood



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

Who Else Needs to Participate?



Think about how your state and local preschool systems are organized

- Which groups or people have data that would help you better understand your preschool data?
- Who are your partners in this work?



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

What Other Data Do You Need?

- Part B Discipline data disaggregated by age (3–5)
- Related early childhood data to establish trends
- OCR discipline data for your state
- Data from specific programs that may provide more detail about preschoolers' behavior

What Other Data Do You Need? (cont.)



- What are some ways you disaggregate your 618 Discipline data to gain a better understanding of preschool discipline?
- What other data about preschool discipline are you collecting?



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

What Can Help You Use Your State and Local Data More Effectively?



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

To Be Useful, Data Must Be of High Quality

- Timely
 - Current, submitted on time, and still relevant
- Accurate
 - Reliable and consistent across time, locations, and methods
- Complete
 - Entire population represented and no missing records

To Be Useful, Data Must Be of High Quality (cont.)

- What concerns do you have about your data at the state or local level?
- How are you working to improve the quality of your preschool discipline data?



Next Steps for States

- Identify and address any data quality needs
- Consider new ways to disaggregate and analyze your data
- Determine additional data and/or data sources needed
- Share your data with a broad group of stakeholders to benefit from their perspectives

IDC Support for Data Use



Contact your State Liaison for support using resources such as

- [*Data Meeting Toolkit*](#)
- [*Root Cause Analysis: Using Data to Improve Students' Outcomes*](#)
- [*Success Gaps Toolkit*](#)



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data



Contact Us

Heather Reynolds, HeatherReynolds@Westat.com

Tony Ruggiero, Tony.Ruggiero@aemcorp.com



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

For More Information



Visit the IDC website

<http://ideadata.org/>



Follow us on Twitter

<https://twitter.com/ideadatacenter>



Follow us on LinkedIn

<http://www.linkedin.com/company/idea-data-center>



**IDEA DATA
CENTER**

Collect, Report, Analyze, and
Use High-Quality Part B Data

This presentation was supported by a grant from the U.S. Department of Education, #H373Y190001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

Project Officers: Richelle Davis and Rebecca Smith

