Exploring Preschool Discipline Data and Planning for Program Improvement
Presenters

Fort Worth, TX – March 3–4, 2020
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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?
Poll Questions

What is your role?

• State special education director
• Part B data manager
• 619 coordinator
• SPP/APR coordinator
• Other
What Data Do States Report Nationally?
What IDEA Part B Data Do States Report Nationally?

<table>
<thead>
<tr>
<th>IDEA Part B 618 Discipline</th>
<th>Disaggregated by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and percent of children and students ages 3–21 with disabilities</td>
<td>• Disability</td>
</tr>
<tr>
<td>• Removed to interim alternative educational setting, by type of removal and state</td>
<td>• Race/ethnicity</td>
</tr>
<tr>
<td>• Suspended/expelled, by total number of days removed and state</td>
<td>• Female and male</td>
</tr>
<tr>
<td>• Subject to disciplinary removal, by total cumulative number of days removed during</td>
<td>• English learners (EL) and non-English learners</td>
</tr>
<tr>
<td>school year and state</td>
<td></td>
</tr>
<tr>
<td>Number of children and students subject to expulsion</td>
<td>Disaggregated by</td>
</tr>
<tr>
<td></td>
<td>• Disability status</td>
</tr>
<tr>
<td></td>
<td>• Receipt of educational service</td>
</tr>
<tr>
<td></td>
<td>• State</td>
</tr>
</tbody>
</table>
### What OCR CRDC Preschool Discipline Data Do States Report Nationally?

<table>
<thead>
<tr>
<th>Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and percent of preschool students (ages 3–5) who</strong></td>
<td><strong>Disaggregated by</strong></td>
</tr>
<tr>
<td>• Received one out-of-school suspension</td>
<td>• Disability</td>
</tr>
<tr>
<td>• Received more than one out-of-school suspension</td>
<td>• Race/ethnicity</td>
</tr>
<tr>
<td>• Were expelled</td>
<td>• Female and male</td>
</tr>
<tr>
<td>• Received corporal punishment</td>
<td>• English learners (EL) and non-English learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Number of instances of corporal punishment that students (preschool through grade 12) received</strong></th>
<th><strong>Disaggregated by</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Students without disabilities</td>
</tr>
<tr>
<td></td>
<td>• Students with disabilities</td>
</tr>
</tbody>
</table>
Where Do These Data Come From?

• Public preschools
• Private preschools
• Schools
What Story Do the National Data Tell?
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 (OSS) (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 (2013–14 CRDC)

- 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. Department of Education 2016)
Preschool Enrollment and Out-of-School Suspensions (OSS) by Race/Ethnicity (2011–12 CRDC)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Enrollment (%)</th>
<th>More than one OSS (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>2.00</td>
<td>0.10</td>
</tr>
<tr>
<td>Asian</td>
<td>4.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Hispanic or Latino of any race</td>
<td>29.00</td>
<td>20.00</td>
</tr>
<tr>
<td>Black or African American</td>
<td>18.00</td>
<td>48.00</td>
</tr>
<tr>
<td>White</td>
<td>43.00</td>
<td>26.00</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1.00</td>
<td>0.10</td>
</tr>
<tr>
<td>Two or more races</td>
<td>4.00</td>
<td>4.00</td>
</tr>
</tbody>
</table>

(U.S. Department of Education 2014)
Children with disabilities represent 20% of preschool enrollment but 15% of preschool children receiving one or more out-of-school suspensions (2013–14 CRDC).

(U.S. Department of Education 2016)
Comparing Preschool and K–12 Students With Disabilities (SWDs) and OSS Data (2011-12 and 2013-14 CRDC)

- Percentage of students identified as SWDs
- Percentage of one or more OSS received by SWDs
- Percentage of expulsions received by SWDs

Comparison for:
- 2011-12 Preschool
- 2011-12 School age
- 2013-14 Preschool
- 2013-14 School age
What About IDEA Discipline Data?

Both types of IDEA data include ages 3–21, but national reports aren’t disaggregated by age.

- 618 Discipline
- Significant Disproportionality for Discipline
2016–17 618 Data Show Similar Discrepancies Between the 3–21 Population and Removals

- Percent of child count
- Percent of removals

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent of Child Count</th>
<th>Percent of Removals</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
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</tr>
</tbody>
</table>
Far Fewer Children Identified With Developmental Delay (DD) Have One or More Removals Than All Other SWDs

<table>
<thead>
<tr>
<th>Year</th>
<th>DD with removals</th>
<th>Other SWDs with removals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>2.09%</td>
<td>12.06%</td>
</tr>
<tr>
<td>2015-16</td>
<td>2.16%</td>
<td>11.89%</td>
</tr>
<tr>
<td>2016-17</td>
<td>2.35%</td>
<td>11.55%</td>
</tr>
</tbody>
</table>
Data Quality Challenges
Data Quality Challenges

- Completeness
- Underreporting
- Overreporting
- Understanding the definitions and concepts within definitions and applying the definitions and concepts “universally”
- Differences in interpreting definitions and concepts for ages 3–5 and ages 6–21
What Do the Data Tell Us?
Turning Data Into Information

• What are the differences for in-school suspension rates for children by disability category?
• What are the differences for out-of-school suspension rates for children by race and ethnicity?
• What are the differences for expulsion rates for children by English learner (EL) status?
• What are the differences for in-school suspension rates by ages 3–5 and 6–21 (preschool and K–12)?
How Can You Get a More Complete Story for Your State?
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
Who Needs to Participate?

Special Education Team
- 619 coordinator
- Data manager
- EDFacts coordinator
- State special education director

Related Education Partners
- Title programs or at-risk services
- Early childhood program personnel and service providers
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?
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?
What Can Help You Use Your State and Local Data More Effectively?
To Be Useful, Data Must Be of High Quality

• Timely
  ▪ Current, submitted on time, and still relevant

• Accurate
  ▪ Reliable and consistent collection 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* (Webinar)

• *Success Gaps Toolkit*
Contact Us

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For More Information

Visit the IDC website
http://ideadata.org/

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