



INTERACTIVE INSTITUTES **2020**

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Exploring Preschool Discipline Data and Planning for Program Improvement



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



Presenters



Fort Worth, TX – March 3–4, 2020

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Virtual – June 23–25, 2020

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Tony Ruggiero, IDEA Data Center



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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?



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Poll Questions



What is your role?

- State special education director
- Part B data manager
- 619 coordinator
- SPP/APR coordinator
- Other



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What Data Do States Report Nationally?



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What IDEA Part B Data Do States Report 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 Do States Report 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



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What Story Do the National Data Tell?



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

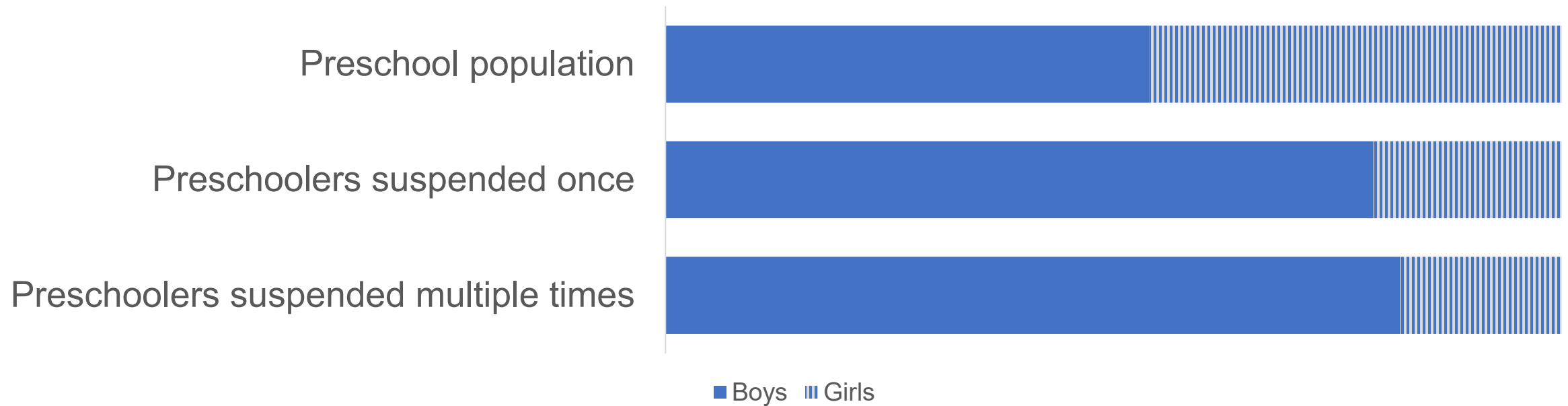


Most Public Preschool Children Suspended Are Boys

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

United States Department of Education, Office for Civil Rights. (2016, October). *2013-2014 Civil Rights Data Collection: A First Look*. Washington, DC. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>.

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



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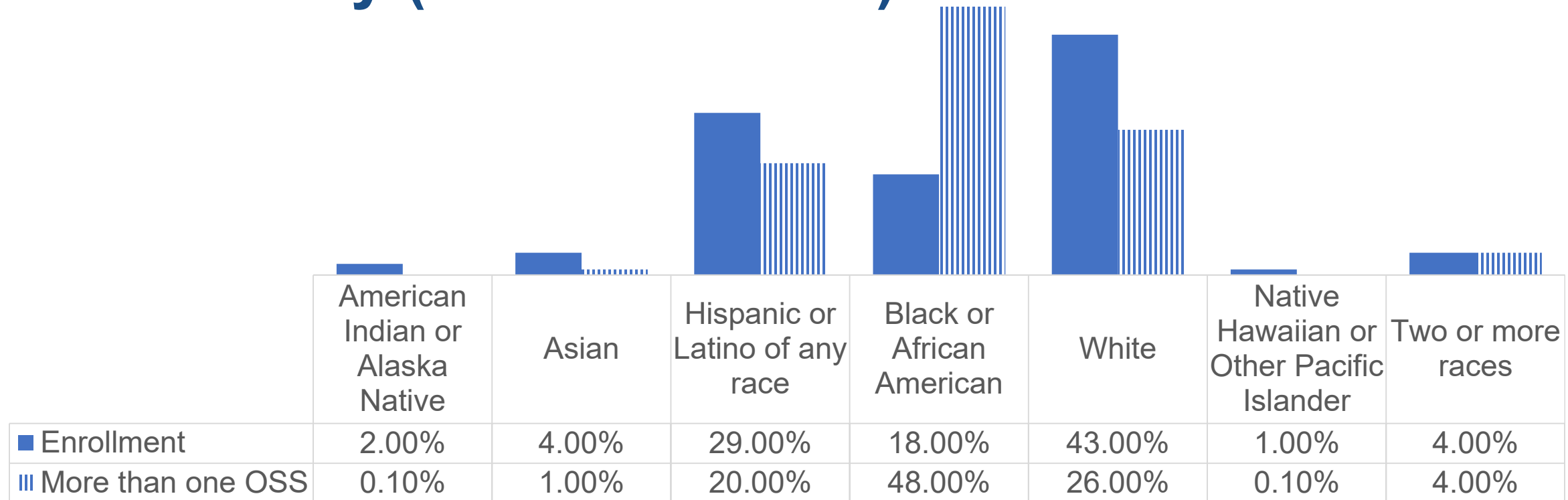
United States Department of Education, Office for Civil Rights. (2014, March). *Civil Rights Data Collection. Data Snapshot: School Discipline*. Washington, DC. Retrieved from <https://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>.

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)



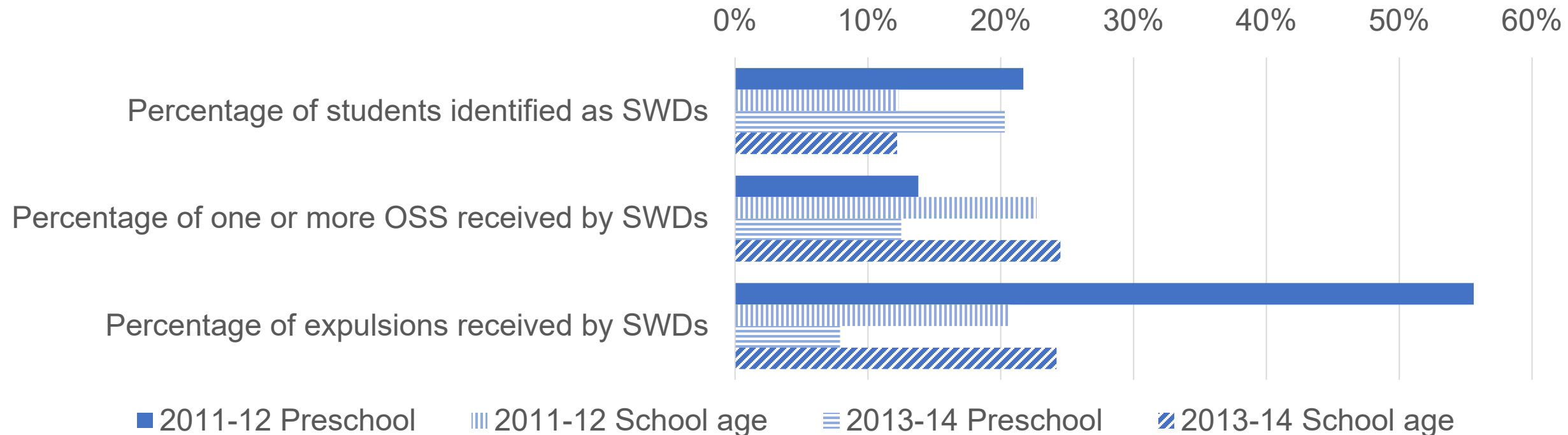
(U.S. Department of Education 2014)

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 (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)



What About IDEA Discipline Data?



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

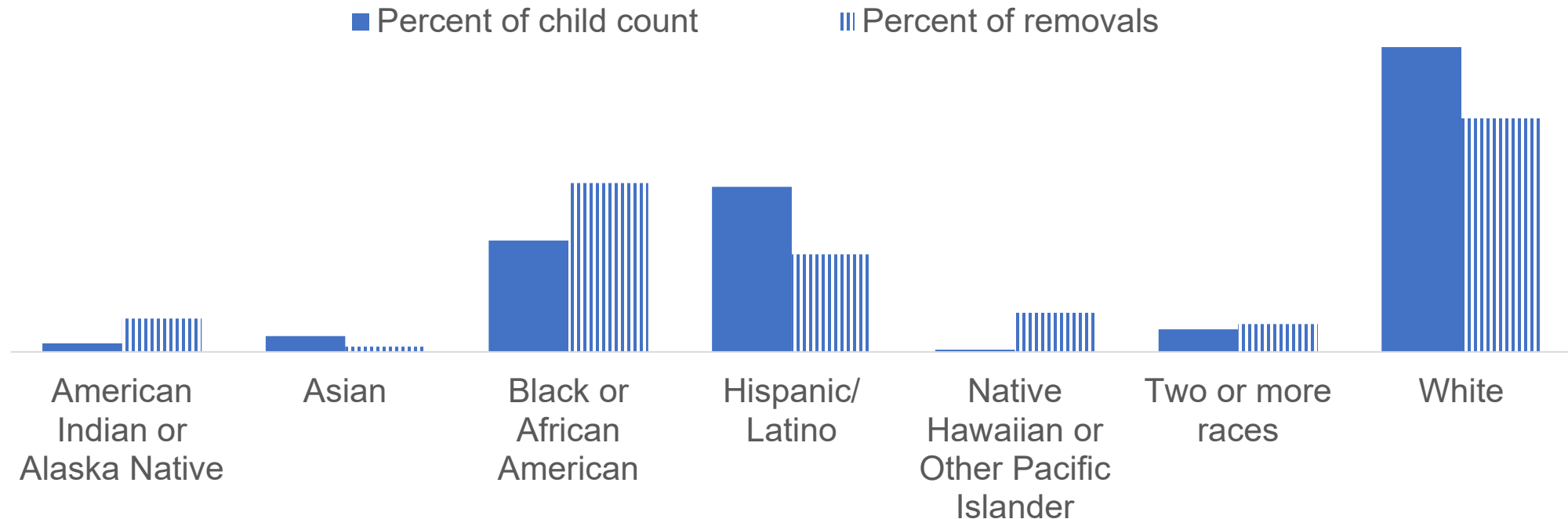
- 618 Discipline
- Significant Disproportionality for Discipline



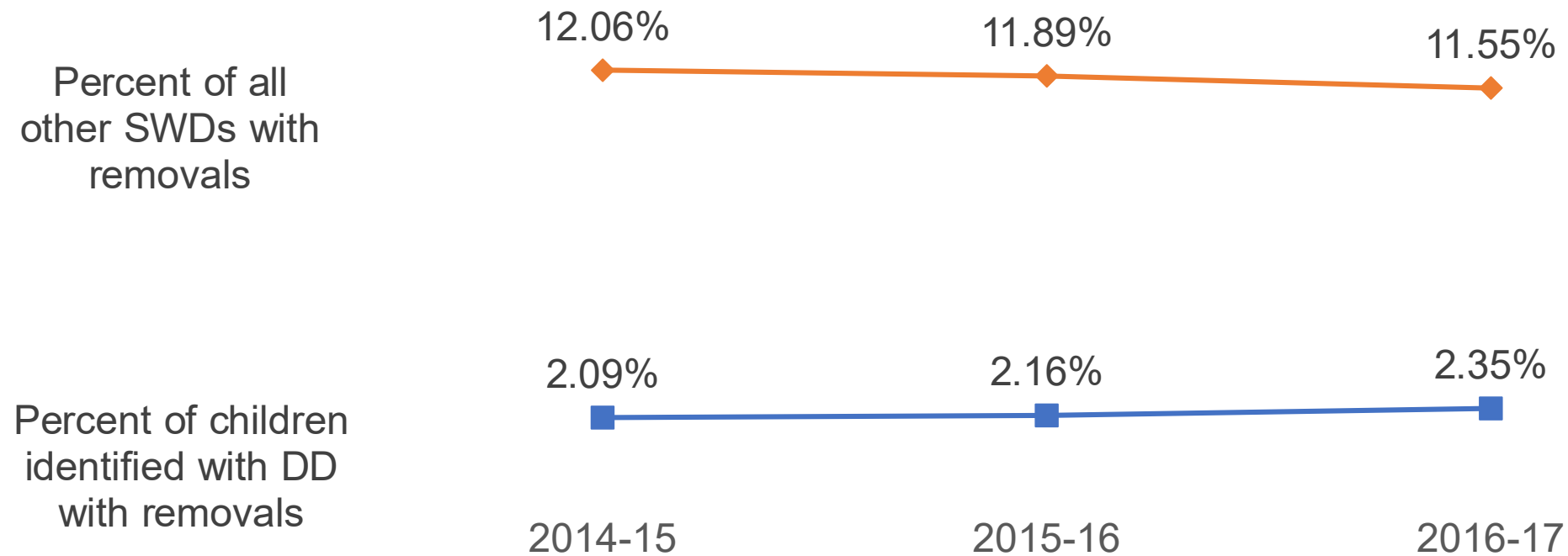
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2016–17 618 Data Show Similar Discrepancies Between the 3–21 Population and Removals



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



Data Quality Challenges



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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?



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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)?



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



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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



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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



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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?



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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?



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



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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*](#)



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