

Part B Discipline Data Notes

2013-14 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

Alabama

The data note responses are for the Year-to-Year Comparisons for the November IDEA Section 618 Data Submission – Discipline, Removal Lengths, School Year 2013-2014.

The decrease in the number and percentage differences for >10 days, 1 day or less, and 2 through 10 days can be attributed to the implementation of positive behavior interventions and supports (PBIS) initiatives and trainings on conducting functional behavior assessments (FBAs) and writing effective behavior intervention plans (BIPs).

The data note responses are for the Year-to-Year Comparisons for the November IDEA Section 618 Data Submission – Discipline, Removal Reasons, School Year 2013-2014.

The state is not able to identify a clear reason for the year to year change in the percentages of removal reasons due to drugs and serious bodily injuries.

The data note responses are for the Year-to-Year Comparisons for the November IDEA Section 618 Data Submission – Discipline, Removals <=10 and >10 days, School Year 2013-2014.

The decrease in the number and percentage differences for both <=10 days and >10 days can be attributed to the implementation of positive behavior interventions and supports (PBIS) initiatives and trainings on conducting functional behavior assessments (FBAs) and writing effective behavior intervention plans (BIPs).

The data note responses are for the Year-to-Year Comparisons for the November IDEA Section 618 Data Submission – Discipline, Total Removals, School Year 2013-2014.

The decrease in the number difference for the Grand Total can be attributed to the implementation of positive behavior interventions and supports (PBIS) initiatives and trainings on conducting functional behavior assessments (FBAs) and writing effective behavior intervention plans (BIPs).

Arizona

Suspensions > 10 days

In reviewing the data, an increase in suspensions for less than or equal to 10 days was noted and could account for the decrease in suspensions for more than 10 days. Additionally, this decrease could be attributed to the Arizona Department of Education / Dispute Resolution team's statewide training over the past two years on IDEA's discipline procedures. Close to 1,000 participants have been trained by the Dispute Resolution unit. Well-trained school administrators and other personnel may be avoiding suspensions by implementing other types of behavior systems, such as PBIS.

Unilateral Removals to an IAES by School Personnel (not the IEP team) for drugs, weapons, or serious bodily injury.

Awareness of seclusion and restraint policies and implementation in Arizona schools has been a widely discussed topic throughout the state and within the Arizona legislature within the last two years.

It is possible that many school personnel are more aware of the use of seclusion and restraint as interventions of last resort and/or are attempting to avoid them entirely and are instead placing students in an IAES, which could explain the increase in this reporting category.

California

In Spring 2014, CDE began working with LEAs to ensure accurate data collection. Discrepancies were identified and districts were required to ensure an accurate data count for discipline data for 2013-14. This was achieved by clarifying expectations, explaining reporting requirements, and comparing data captured in their electronic IEP systems with their student information system. In addition many districts implemented a system of PBIS(Positive Behavioral Intervention & Support. The changes in numbers are likely due to those changes in policy & procedures. This is evidence by an examination of the numbers which show a reduction in almost every category.

Colorado

The following notes are for the comparison between 2013 and 2014.

Suspension and Expulsion decreases are due to administrators being trained in laws regarding discipline and manifestations for students on an IEP.

The legalization of recreational use of marijuana in Colorado in 2013 increased the number of students who were removed from school due to drugs in the school year 2013-2014.

Declines in total number of removal are due to administrators being trained in laws and gaining knowledge regarding discipline and manifestations for students on an IEP to help reduce number of referrals.

Indiana

The number of students removed for instances of causing serious bodily injury (SBI) increased by 389, in part, due to stricter school policies regarding students who cause injury to others.

Statewide, the number of students removed for carrying a weapon to school increased by 38 students from 74 to 112. This increase is not contained to one school corporation or one region of the state.

Michigan

Michigan has had a decrease in students participating in special education. Many students are moving to different districts or out of State. Less students are dropping out of school and receiving a certificate of completion.

Mississippi

The State is not able to identify a clear reason for the SY13-14 year to year change in the number of removals due to weapons.

Missouri

Drugs showed a decrease from the prior year. The decrease is due to two reasons: 1) a large school district reported 12 fewer drug-related removals than in the prior year; and 2) ten fewer districts reported drug-related removals than in the prior year.

Unilateral Removals (File spec C005) showed a decrease from the prior year. The decrease is due to two reasons: 1) a large school district reported 15 fewer unilateral removals than in the prior year; and 2) 17 fewer school districts reported unilateral removals than in the prior year.

Nebraska

Nebraska has been working with districts and improving the instructions on this complex reporting requirement. We feel these efforts are resulting in more accurate reporting.

North Carolina

The state has been on a downward trend for a number of years, but the larger decrease in 2013-14 could be attributed to several ongoing OCR investigations that have influenced suspension policies and practices. Many of the larger school districts implemented or strengthened programs to intervene earlier with students having behavior issues. For example, Charlotte-Mecklenburg now has a Behavior Support team that goes into schools to assist with discipline practices and increase the effectiveness of ISS as an alternative to OSS. Wilson County implemented a new Alternative to Suspension program that served 150 students. Guilford County has a 10% annual reduction of suspensions written into their Strategic Plan. Wake County also has new directives to principals regarding the disciplinary actions that can be taken for a certain level of offense.

The 20% decrease in short-term suspensions is unprecedented; however there have been annual decreases in long-term suspensions of that magnitude. Since 2007-08, long-term suspensions have declined by 79%, while short-term suspensions have declined 36%.

South Carolina

The South Carolina Office of Special Education Services (OSSES) has completed additional follow-up with the districts and verified the submitted data for 2013-2014. We are pleased to report and confirm that the data submitted is accurate and there was a significant drop in number of removals for drugs, as well as unilateral removals for drugs, weapons, or seriously bodily injury, and districts from 2012-2013 to 2013-2014

South Dakota

In the fall of 2012 and spring of 2014, South Dakota brought in experts in special education discipline process to train districts. They explained the importance of making sure removals were recorded accurately and what constitutes a removal. Because of this training, districts began reviewing and updating their documentation procedures for removal. There has been an increase in number of removals being recorded.

Tennessee

This note is addressing discipline data for the 2013-14 school year. In the year-to-year comparison report, it was found that there was a significant decrease in the number of students with disabilities suspended/expelled for the reason of “weapons.” The state believes this decrease is due to increased training on inputting discipline data in the statewide data management system. Increased training in the state on what constitutes a weapon under this provision and how such discipline events should be recorded was completed. Additionally, this could be an instance in which there were simply fewer students with disabilities suspended/expelled because of this reason.

Washington

The State Legislature passed HB 1680 in the 2012-13 SY. Focusing on the Education Opportunity Gap, part of this Bill and the task force created from the Bill was to reduce disproportionality in student discipline—which focused on subpopulations of students of color and students receiving special education services. Lots of targeted training, compilation and distribution of best practices and added enhancements to the statewide data collection system saw an overall drop in many areas of student discipline incidents reported in the 2013-14 school year for all students, including most areas reported to ED for students receiving special education services. The work continues in 2014-15 with an internal discipline committee working on a best practices website, and district level data dashboards created by the State and provided to districts for review and action, if necessary. Additional elements for discipline incidents were added to the statewide student level data system in 2014-15 with more refinement of those elements to be added in 2015-16.