Part B Discipline Data Notes

2015-16 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 reduction in the numbers of school aged students drug use is attributed to the focused efforts between the Alabama State Department of Education, the Department of Mental Health, the Department of Public Health, and the Governor’s Council on Opioid Misuse and Addiction.

Alaska

In 2015-16 Alaska reported a significant decrease in the number of students with disabilities who were suspended/expelled for more than 10 days. The majority of this decrease was observed in three of our larger LEAs. Two of these LEAs engaged in self-directed focused activities to reduce the number of days students were out of school due to disciplinary actions. The third LEA is receiving targeted assistance from the SEA related to disciplinary removals. The SEA is pleased to see that all this work resulted in the decrease in 2015-16 and is hopeful that this trend will continue.

Arizona

The significant decrease in the disciplinary removals for students with disabilities (one day or less, between two and ten days, greater than ten days, and total removals) is likely due to a transition in data reporting systems. For the 2015-16 school year, the existing Student Accountability Information System (SAIS) was the system of record for student-level data submissions and was used to sync the necessary demographic data with the Arizona Safety and Accountability for Education (AZ SAFE) used to collect disciplinary incident data for all students, including students with disabilities. The initial transition to the new Arizona Education Data Standards (AzEDS) began in the 2015-2016 school year, but this system was not fully transitioned until the 2016-17 school year. The transition in statewide data systems, combined with the reduction of discipline reporting requirements for general education students (reporting transitioned to the Office of Civil Rights instead of through AZ SAFE) likely contributed to public education agency confusion as to what data must be reported and may have also impacted the reporting of discipline data for students with disabilities.

The significant decrease in the suspensions/expulsions for students with disabilities (less than or equal to 10 days and greater than 10 days) is likely due to the transition in data reporting systems. For the 2015-16 school year, the existing Student Accountability Information System (SAIS) was the system of record for student-level data submissions and was used to sync the necessary demographic data with the Arizona Safety and Accountability for Education (AZ SAFE) used to collect disciplinary incident data for all students, including students with disabilities. The initial transition to the new Arizona Education
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**Colorado**

**Drugs:** SY2014-2015 = 39, SY2015-2016=2; -37, -94.9%

One LEA is accountable for this change. The LEA over-reported in this category: “Due to a clerical error the number of students who were recorded in this category on the 2014-15 report was not accurate and too many students were reported in this category. Some students were over-reported for this category on the 2014-15 report, who were not removed for drugs but who had choice enrolled into our alternative high school program, [name redacted] and/or who remained at their current high school.”

**Unilaterally removed to an interim alternative educational setting by School Personnel for drugs, weapons, or serious bodily injury:** SY2014-2015 = 49, SY2015-2016=4; -45, -91.8%

One LEA is accountable for this change. The LEA over-reported in this category: “Due to a clerical error the number of students who were recorded in this category on the 2014-15 report was not accurate and too many students were reported in this category. Some students were over-reported for this category on the 2014-15 report, who were not removed for drugs but who had choice enrolled into our alternative high school program, [name redacted] and/or who remained at their current high school.”

**Delaware**

Continuous data review determined that an additional disciplinary action code should be included to the counts for removals, as it was a removal from the regular environment. That inclusion has contributed to the increase in removals over 10 days.

**Florida**

The state of Florida continues to implement strategies to effectively address discipline from a multi-tiered system of supports framework. These strategies have been very instrumental in reducing the number of discipline incidents statewide.

**Guam**

The amount of disciplinary removals has increased for the total student population of Guam, non-SPED as well as SPED students, compared to previous years. A large factor in this was the bomb threat phenomena that happened worldwide, with Guam having a large number of bomb threats.

This had a bigger impact on the percentages for our SPED students as an increase on a smaller population would result in higher percentages.
Idaho

Districts are trying to minimize the time students are out of the classroom by making short 1 day or less removals which seem to be working. This is why the number increased last year for 1 day or less suspensions.

Illinois

To collect high quality and more accurate data, starting in 2016, the state changed the data collection system for the length of discipline from categorical data to numerical data. Student Discipline - PDF Document

Indiana

Districts statewide are devising new policies and procedures that have reduced the number of referrals to interim alternative educational setting across all discipline categories. Additionally, the number of discipline incidences fell significantly across the state in the categories of drugs, weapons, and serious bodily injury.

Rates of discipline incidents in the state for severe discipline incidents reduced statewide. Districts have devised policies and procedures to proactively address incidents from escalating to severe incidents, and taken proactive safety measures at their schools. Additionally, Indiana adopted more precise categories of discipline incidents for 2015-16 state reporting which may contribute to a lessening of incidents in these reported categories.

Kansas

Kansas reported a 26% increase in the number of incidences of removal for Drug offenses. Kansas reported a 48% increase in the number of incidences of removal for Weapon offenses. These increases are reflective of significant increases in the number of students reported in these same categories by the largest school district in Kansas USD 259. The remainder of the state had no significant changes in these categories. USD 259 responded to KSDE inquiries and attributed the increases to a change in their local student information system for the FY2016 school year. A new software system was implemented that allowed the USD to better account for disciplinary incidences starting in FY2016. As a result, the USD saw an increased rate of incidences from the prior school year.

Michigan

Based upon this data, Michigan is looking into districts and evaluating their code of student conduct policies. Michigan has created a discipline toolkit to assist districts in analyzing their data to look at trends and change discipline procedures that may be biased on race and sex.
### Nevada

Data Group ID 475, File Spec. 088: The increase in 2015-16 of 242 students removed for disciplinary reasons for more than 10 school days relates to school safety concerns. Removals are implemented in compliance with federal and state laws.

Data Group ID 476, File Spec. 007: The decrease in drug offenses may represent enhanced work on campuses to decrease both drug and weapon offenses.

Data Group ID 512, File Spec. 005: The decrease in IAES removals based on drug and weapons offenses is the expected corollary of the fact that there were fewer drug and weapons offenses for which a removal was imposed.

Data Group ID 682, File Spec. 143: The increase in total removals is related to the increase in removals of fewer than 10 days. Removals are implemented in compliance with federal and state laws.

### North Carolina

North Carolina believes that the significant increase in removals for drugs is due to increased activity by school resource officers and better tracking in the school systems.

### North Dakota

The significant changes (-35.5% for 1 day or less and -20.7% for 2 through 10 days) reported in the data between FFY 2014-15 and FFY 2015-16 may have resulted from ND’s initiatives, professional development programs, and training focused on increasing awareness and meeting the mental/behavioral health needs of students.

Also, schools’ implementation of safety strategies, behavior management and intervention practices, and the support of school resource officers all appear to be having positive impact on the students’ behavior management outcomes.

The significant changes (-26.9% for <=10 days) reported in the data between FFY 2014-15 and FFY 2015-16 may have resulted from ND’s initiatives, professional development programs, and training focused on increasing awareness and meeting the mental/behavioral health needs of students.

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### Ohio

Increases in counts of removals appear in the 2016 data. These increases can be attributed to changes in the attention given at the LEA level to the discipline data, and a corresponding increase in accurate reporting of the individual student removals.
**Oklahoma**

The data collection process for discipline was overhauled for 2015-2016, with disciplinary removals recorded in the online IEP system. We suspect that the changes in reporting procedures are the major cause of the substantial year-to-year change in this data category. We believe that district personnel had not been following federal guidance or code when reporting unilateral removals. This disparity and those in other data lines led Oklahoma to update its discipline reporting guidance and training content to improve data reporting across discipline categories. Our goal is that the data reported accurately reflect the nature of removals in the state.

**South Carolina**

Removed to an IAES based on a Hearing Officer finding - School level administrators received updated training on discipline processes, procedures, and systems. Thus, the increase is due to an increased awareness by administrators on the availability and appropriate use of an IAES.

**Washington**

In 2013 legislation passed that significantly affected student discipline laws in Washington state and student discipline became one of 14 Performance Indicators for all students (in addition to the federal indicators we respond to in the federal annual performance report for IDEA).

A task force developed standard definitions and data elements to revise the collection of student discipline data in the statewide Comprehensive Educational Data and Research System (CEDARS). In concluding their 2013–2014 body of work, the task force chose to compile their recommended revisions to CEDARS, relevant discretionary discipline issues, and related policy recommendations into a final report.

OSPI staff created and publicly reported data analytics on student discipline. Districts and regional staff have been focused on reducing disproportionality in discipline and discipline incidents.

These efforts are reflected in the decrease of discipline incidents from 2014-15 to 2015-16 school years. Data Notes for C005 and C007 are the same.