

Reducing Exclusionary Discipline & Increasing Behavioral Supports

Data Dive: Collecting, Reporting, and Analyzing Discipline Data

Overview

Data can help states and districts understand the use and impact of exclusionary discipline on children with disabilities. Through a high-quality data collection and analysis process, state and local leaders can identify successes; track progress; and rethink policies, practices, and procedures to help reduce exclusionary discipline. The resources included in this guide can help professionals at the state and local levels better understand federal discipline data collection and reporting requirements and support deeper data analysis that can inform decision making. Some resources are specific to discipline data, and other resources address data collection and data quality more broadly. Please see the companion guides: *Data Dive: Using Discipline Data for Decision Making* and *Early Childhood Resource Guide: Collection & Use of Data to Eliminate Exclusionary Discipline*.

In July 2022, the U.S. Department of Education, Office of Special Education Programs (OSEP), published the guide [*Positive, Proactive Approaches to Supporting the Needs of Children with Disabilities: A Guide for Stakeholders*](#), which provides actions state educational agencies (SEAs), local educational agencies (LEAs), schools, early childhood programs, and educators can take to implement positive, proactive, and preventative practices that seek to better address a child's behavioral needs while decreasing the use of exclusionary discipline. These practices reinforce core pillars of the Individuals with Disabilities Education Act (IDEA), including: (a) how addressing the behavioral needs of children with disabilities is part of IDEA's requirement to provide a free appropriate public education (FAPE) provided in the least restrictive environment (LRE), and (b) the IEP as the vehicle for fulfilling this obligation. When implementing practices associated with these positive and proactive approaches, children with disabilities can access an educational environment that is nondiscriminatory, supportive, positive, and nurturing for both their academic and behavioral development.

OSEP Technical Assistance Center Resources

The resources listed in the following tables can support schools and early childhood programs in reducing exclusionary discipline and responding to children's behavioral needs more effectively.

DATA DASHBOARDS

Resource Type	Resource Title	Audience	Description	Link
Website	Interactive Public Reporting Engine	State and Regional Agencies	This iterative tool creates easy-to-read charts and graphs of state-level discipline removals, including in-school and out-of-school suspensions, expulsions, and unilateral removals, using IDEA Section 618 data that states submit to OSEP.	https://ideadata.org/interactive-public-reporting-engine-v2
Website	Civil Rights Data Collection	State and Regional Agencies, Local and District Agencies, Educators, Parents and Families, Researchers	Since 1968, the U.S. Department of Education has conducted the Civil Rights Data Collection to collect data on key education and civil rights issues in our nation's public schools, including discipline practices. State-, local-, and school-level data are available to explore and analyze discipline data across schools, districts, or states.	Civil Rights Data Collection (ed.gov)
Website	IDEA Section 618 Data Products: Static Tables	State and Regional Agencies, Local and District Agencies, Educators, Parents and Families, Researchers	Every year, OSERS collects data from state education agencies as required by IDEA, Section 618, including data related to discipline practices. These data report key aspects of disciplinary removals at the state level, disaggregated by a variety of demographic criteria.	IDEA Section 618 Data Products: Static Files (ed.gov)

Note. IDEA = Individuals with Disabilities Education Act; OSEP = Office of Special Education Programs; OSERS = Office of Special Education and Rehabilitative Services; PBIS = positive behavioral interventions and supports.

COLLECTING AND REPORTING DISCIPLINE DATA

Resource Type	Resource Title	Audience	Description	Link
Toolkit	IDEA Data Quality: Outlier Analyses Tools	State and Regional Agencies	This suite of tools includes the <i>IDEA Data Quality: Outlier Analyses Tool</i> and the <i>Outlier Analyses: Step-by-Step Guide</i> . State personnel responsible for the IDEA 618 and 616 data can use the guide and the Excel tool to conduct outlier analyses with their local data.	https://ideadata.org/resources/resource/1508/idea-data-quality-outlier-analyses-tools
Website	EDFacts: Discipline Data	State and Regional Agencies, Local and District Agencies	States and LEAs must report five types of disciplinary removals for children and youth with disabilities. This interactive infographic, which visualizes the information from six IDEA Discipline Data EDFacts file specification documents, outlines the discipline data for children and youth (ages 3 through 21) with disabilities that states must include in their annual submission of EDFacts files FS005, FS006, FS007, FS088, FS143, and FS144. Data that states report in these files include counts of children and youth with disabilities with in-school and out-of-school suspensions and expulsions; length of and reason for disciplinary removal; and count of disciplinary removals due to drugs, weapons, or serious bodily injury.	https://ideadata.org/discipline/
Toolkit	SEA and LEA EDFacts Edit Check and Data Display Tools	State and Regional Agencies, Local and District Agencies, School Administrators	These edit check and data display tools help states as they prepare their IDEA, Section 618, data submissions. The tools identify potential business rule errors or errors in subtotals or totals prior to submitting the data to OSEP. Relevant tools include SEA EDFacts Edit Check and Data Display Tool - IDEA Discipline, LEA EDFacts Edit Check and Data Display Tool - IDEA Discipline, and 618 Data Pre-submission Edit Check Tool - Part B Discipline.	https://ideadata.org/edit-check-tools
Toolkit	LEA Data Processes Toolkit	State and Regional Agencies, Local and District Agencies	This toolkit contains customizable protocols that states can use when working with their LEAs to help them clearly define and document IDEA data collection processes. Documentation helps LEAs collect and report comprehensive, high-quality data and ensure they report data accurately and in a timely fashion to improve decision making about children and youth with disabilities. For discipline data, see the LEA Discipline Protocol.	https://ideadata.org/lea-data-processes-toolkit

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Toolkit	SEA Data Processes Toolkit	State and Regional Agencies	This toolkit contains protocol templates that states can use to document all state-level IDEA data collection and reporting procedures and activities. Completing protocols for all data collections can help states establish a well-managed process for data collection, analysis, and reporting. For discipline data, see the following components: 618 Data Collection Protocols, Discipline and 616 SPP/APR Indicator Protocols, Indicators 4A and 4B.	https://www.ideadata.org/sea-data-processes-toolkit
Technical Assistance Product	Building Your SPP/APR Stakeholder Engagement Plan: 10 Essential Questions	State and Regional Agencies	This interactive resource (also available as a PDF) can help states develop and report on authentic and broad stakeholder engagement as required in the FFYs 2020–2025 SPP/APR. It provides 10 key questions states should be asking themselves, with detailed options to consider, as they build their stakeholder engagement plans and prepare for describing their engagement activities in their SPPs/APRs.	https://www.ideadata.org/resources/resource/2451/building-your-sppapr-stakeholder-engagement-plan-10-essential-questions
Technical Assistance Product	Working Principles of High-Quality IDEA Data	State and Regional Agencies, Local and District Agencies, Parents and Families	High-quality data are timely, accurate, and complete. In addition, they are usable, accessible, and secure. Educators and representatives at the local, state, and federal levels use high-quality early intervention and special education data to inform their decisions as they work to meet the needs of children and students with disabilities and their families. Use this interactive PDF to learn more about the different components of high-quality data.	https://ideadata.org/resources/resource/1582/working-principles-of-high-quality-idea-data
Toolkit	Business Rules Documentation Protocol	State and Regional Agencies	States can use this customizable Excel workbook for documenting, recording, and communicating existing business rules or data-quality validation checks they perform during the collection and validation of IDEA, Part B, data. This protocol provides a format for gathering information about existing business rules in one location and is an effective tool for communication with both internal and external stakeholders.	https://www.ideadata.org/resources/resource/1979/business-rules-documentation-protocol

COLLECTING AND REPORTING DISCIPLINE DATA

Resource Type	Resource Title	Audience	Description	Link
Technical Assistance Product	Templates for Part B SPP/APR Stakeholder Involvement and Target Setting	State and Regional Agencies	States can use the Organizer Template for Part B SPP/APR Target Setting to briefly document information for consideration when setting new SPP/APR targets for all indicators in the FFYs 2020–25 SPP/APR collection. States can supplement this overview template with the Indicator Organizer for Part B SPP/APR Stakeholder Involvement and Target Setting, which is designed to capture more detailed information on stakeholder involvement in setting targets for individual SPP/APR indicators. Both resources can help states conceptualize indicator target setting and how they will need to solicit and document stakeholder input when establishing indicator targets.	https://www.ideadata.org/resources/resource/2312/templates-for-part-b-sppapr-stakeholder-involvement-and-target-setting

Note. FFY = federal fiscal year; IDEA = Individuals with Disabilities Education Act; LEA = local education agency; OSEP = Office of Special Education Programs; SEA = state education agency; SPP/APR = State Performance Plan/Annual Performance Report.

EQUITY REQUIREMENTS IN IDEA

Resource Type	Resource Title	Audience	Description	Link
Technical Assistance Product	Equity Requirements in IDEA	State and Regional Agencies	This table details key areas such as methodology, data sources, and reporting considerations for each of the three equity requirements in IDEA.	https://ideadata.org/resources/resource/1590/equity-requirements-in-idea
Toolkit	Significant Disproportionality Calculator and User's Guide	State and Regional Agencies	The Significant Disproportionality Calculator is a spreadsheet application that IDC created to help states analyze their data, make determinations of significant disproportionality, and support LEAs in their analysis of data for significant disproportionality at the school level. The accompanying user's guide describes each worksheet within the calculator, formatting requirements, and instructions for using the calculator.	https://ideadata.org/resources/resource/2495/significant-disproportionality-calculator-and-users-guide
Technical Assistance Product	Data Sources for Calculating Significant Disproportionality	State and Regional Agencies	This tool provides a summary of the data that states need to calculate significant disproportionality in the areas of identification, placement, and discipline.	https://www.ideadata.org/sites/default/files/media/documents/2020-06/Sig-Dispro-DataSources.pdf
Technical Assistance Product	Measuring Significant Discrepancy: An Indicator B4 Technical Assistance Guide	State and Regional Agencies	This document assists states with the collection of data on children with disabilities served under IDEA who were subject to disciplinary removal.	https://ideadata.org/resources/resource/139/measuring-significant-discrepancy-an-indicator-b4-technical-assistance-guide
Technical Assistance Product	Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide (Revised)	State and Regional Agencies	This technical assistance guide describes some of the more common methods for calculating disproportionality. The intended audience is state agency staff who must make decisions regarding their state's disproportionality analyses and those individuals who analyze disproportionality data or interpret the results of those analyses.	https://ideadata.org/sites/default/files/media/documents/2017-09/idc_ta_guide_for_508-010716.pdf
Toolkit, Training	Decisions, Decisions, Decisions . . . Winding Your Way Through the Indicator 4 Decision Journey	State and Regional Agencies	Our November 15–16, 2022, the SPP/APR Summit brought together data-quality influencers from across the country for a chance to connect and collaborate with their peers as they continue to improve the quality of their state's SPP/APR data. For all sessions, see https://ideadata.org/spp-apr-summit . This session focused on several of the important decisions needed to generate data for Indicators 4A and 4B, including comparison group, calculation method, minimum cell size, minimum <i>n</i> size, and threshold. It also contrasted Indicator 4 with significant disproportionality requirements.	https://www.ideadata.org/sites/default/files/media/documents/2022-12/SPP%20APR%20Summit%20Indicator%204.pdf

EQUITY REQUIREMENTS IN IDEA

Resource Type	Resource Title	Audience	Description	Link
Toolkit	Spreadsheet Application for Calculating Disproportionality Measures and User's Guide: Spreadsheet Application for Calculating Disproportionality Measures (Revised)	State and Regional Agencies	The Excel spreadsheet application and user's guide are tools to aid states in their assessment of racial/ ethnic disproportionality. The spreadsheet application calculates several disproportionality measures, including risk, risk ratio, weighted risk ratio, alternate risk ratio, risk difference, composition, difference in composition, relative difference in composition, the E-formula, and variations of several of these measures for total disciplinary removals.	https://ideadata.org/resources/resource/1484/spreadsheet-application-for-calculating-disproportionality-measures-and
Webinar, Video	Setting the Stage for Reasonably Designed Methodology: Back to Basics on Indicator 4	State and Regional Agencies	Did your state receive OSEP comments for Indicator 4 in the FFY 2021 SPP/APR submission? An increased focus on significant discrepancies in discipline not only challenges states to examine Indicator 4 but also makes the importance of attending to basics apparent. Understanding concepts like comparison group, calculation method, minimum cell and <i>n</i> sizes, and threshold is prerequisite before a state examines "reasonably designed methodology" for Indicator 4. Join us to discuss these topics and more! You will leave the webinar with an awareness of the important decision points necessary for consideration when it comes to Indicator 4.	https://ideadata.org/events/event/2774/setting-the-stage-for-reasonably-designed-methodology-back-to-basics-on-indicator
Toolkit	Defining Disproportionate Discipline: Understanding Common Measures	Local and District Agencies, Researchers, School Administrators, State and Regional Agencies	This infographic document outlines how districts can examine discipline data, including exclusionary practices, among subgroups of students, to create risk ratios.	https://www.pbis.org/resource/defining-disproportionate-discipline-understanding-common-measures
Technical Assistance Product	Coordinated Early Intervening Services (CEIS): Step by Step	State and Regional Agencies	This resource guide provides technical assistance to SEAs to better understand data and fiscal requirements related to CEIS, including identifying the need for mandatory comprehensive CEIS or voluntary CEIS. This guide connects states to relevant resources in areas related to state and local implementation.	CEIS: Step by Step – Center for IDEA Fiscal Reporting (wested.org)

Note. FFY = federal fiscal year; IDC = IDEA Data Center; IDEA = Individuals with Disabilities Education Act; local education agency; state education agencies; OSEP = Office of Special Education Programs; SPP/APR = State Performance Plan/Annual Performance Report.

OSEP Technical Assistance Centers

The following are descriptions of additional information that OSEP Technical Assistance Centers can provide to support schools in implementing practices to reduce exclusionary discipline and respond to children's behavioral needs.

- **Center for Parent Information and Resources (CPIR)** | The CPIR provides universal technical assistance to the network of Parent Centers funded by OSEP. The CPIR's priorities include (1) providing Parent Centers with products and materials to support their work with families; (2) increasing Parent Centers' knowledge and capacity in specific domains; and (3) increasing the coordination of parent training efforts throughout the network. Among the products and services the CPIR provides to the Parent Center network are its information-rich website in English and Spanish (called the Parent Center Hub); a twice-monthly e-newsletter called the Buzz from the Hub; the eLearning Hub, which features online, self-paced learning modules for all Parent Center staff as part of capacity building; frequent webinars about high-priority topics; national Parent Center capacity-building conferences; private communication spaces where Parent Centers can share resources and collaborate with their colleagues (CentersConnect); and coordination of annual data collection and reporting of Parent Center activities, training contacts, and services provided to families, professionals, and youth with disabilities.
<https://www.parentcenterhub.org/>
- **Center on Positive Behavioral Interventions and Supports (PBIS)** | The Center on PBIS was initially funded in 1998. In October 2018, a new 5-year funding cycle was launched. The purpose of the Center on PBIS is to improve the capacity of SEAs, LEAs, and schools to establish, scale up, and sustain the PBIS framework to (a) scale up Tiers 2 and 3 systems to improve outcomes for students with or at risk for disabilities, (b) enhance school climate and school safety, and (c) improve conditions for learning to promote the well-being of all students. The Center on PBIS is grounded in the values of comprehensive prevention; based on human-centered science; and implemented through collaborative partnerships, centered in equity, to improve social, emotional, behavioral, and academic outcomes. *Prevention* includes holistic approaches, organized within a tiered prevention framework (PBIS), to proactively support each and every student, family, and educator through safe, positive, and inclusive instruction and support. *Science* includes empirical research, informed and supported by local data and practice, that honors identities, improves outcomes, and enhances experiences of students, families, and educators, who also inform and improve science. *Partnerships* describes active collaborations with national, state, and local (students, families, and educators) stakeholders to co-create affirming, culturally sustaining, and productive learning environments. *Equity* refers to actions that elevate historically marginalized voices; honor individual, family, and community identities; and reflect equitable learning opportunities through meaningful participation of each student, family, and educator in the systems we promote. *Improved outcomes*—experienced by students, families, and educators—are the ultimate reason for and test of PBIS implementation.
<https://www.pbis.org/>
- **Center for IDEA Early Childhood Data Systems (DaSy Center)** | The DaSy Center is a national technical assistance center that works with states to support IDEA early intervention and early childhood special education state programs in building high quality data systems and using data to improve results for young children with disabilities and their families. The DaSy Center builds relationships and provides high quality technical assistance (TA) to build the capacity of states to collect, report, analyze, and use data in the Early Intervention and Early Childhood Special Education program improvement and federal reporting.

Funded by the U.S. Department of Education, Office of Special Education Programs (OSEP), the DaSy Center is operated by SRI in collaboration with AnLar, Applied Engineering Management (AEM), the Center for

Technology in Education (CTE) at Johns Hopkins University, ECDataWorks, the University of North Carolina's Frank Porter Graham Child Development Institute, National Association of State Directors of Special Education (NASDSE), and Pacific Institute for Research and Evaluation (PIRE).

<https://dasycenter.org/>

- **The Early Childhood Technical Assistance Center (ECTA)** | The Early Childhood Technical Assistance Center (ECTA), funded by OSEP, supports state IDEA Part C and Part B, Section 619 programs in developing more equitable, effective, and sustainable state and local systems, that support access and full participation for each and every young child with a disability, and their family. ECTA Center provides a variety of technical assistance opportunities to support states including: coaching systems change efforts, developing critical new resources for the field, facilitating peer learning communities, co-sponsoring conferences on important national issues, and responding to individual state requests for assistance.

<https://ectacenter.org/>

- **The IDEA Data Center (IDC)** | IDC provides technical assistance to build the capacity of states and LEAs to collect, report, analyze, and use high-quality IDEA, Part B, data. IDC offers a full range of services and resources to support states' efforts to submit 616 (or State Performance Plan/Annual Performance Report) data and 618 (or EDFacts) data that meet the U.S. Department of Education's data-quality standards for accuracy, timeliness, and completeness. IDC also partners with states and LEAs to help them use these data to identify programmatic strengths, as well as areas for improvement, including addressing root causes of poor performance and evaluating progress toward goals and desired outcomes.

<https://ideadata.org/>

- **IRIS Center** | Funded by the U.S. Department of Education's OSEP and located at Vanderbilt University's Peabody College, the IRIS Center develops and disseminates free, engaging online resources about evidence-based instructional and behavioral practices to support the education of all students, particularly learners who are struggling and learners with disabilities. These resources, designed to bridge the research-to-practice gap, are intended for use in college teacher preparation programs, in professional development activities for practicing professionals, and by independent learners. The array of IRIS Center resources includes modules, case studies, fundamental skill sheets, information briefs, course and professional development activities, a high-leverage practices alignment tool, and an online glossary of disability-related terms.

<https://iris.peabody.vanderbilt.edu>

- **National Center on Intensive Intervention (NCII)** | NCII is housed at the American Institutes for Research® and works in conjunction with many of our nation's most distinguished data-based individualization (DBI) experts. It is funded by the U.S. Department of Education's OSEP and is part of OSEP's Technical Assistance and Dissemination Network. The mission of NCII is to build knowledge and capacity of state and local leaders, faculty and professional development providers, educators, and other stakeholders to support implementation of intensive intervention for students with severe and persistent learning and/or social, emotional, or behavioral needs using DBI.

<https://intensiveintervention.org/>

- **National Center for Pyramid Model Innovations (NCPMI)** | NCPMI is funded by OSEP to improve state and local capacity to implement, scale-up, and sustain effective practices and policies to equitably support the social, emotional, and behavioral outcomes of young children with, and at risk for, developmental delays or disabilities. The goal of the Center is to assist states and programs in developing sustainable systems for the equitable implementation of the Pyramid Model for Promoting Social-Emotional Competence in Infants and Young Children (Pyramid Model) within early intervention and early education programs with a focuses on: improving the social, emotional, and behavioral outcomes of young children birth to five; eliminating the use of

inappropriate and disproportionate exclusionary discipline practices; promoting family engagement; using data for decision-making; increasing the use of trauma-informed and culturally and linguistically responsive practices; and fostering inclusion.

<https://challengingbehavior.org/>

- **National Center for Systemic Improvement (NCSI)** | The National Center for Systemic Improvement (NCSI) provides differentiated support through Universal, Targeted, and Intensive technical assistance to support state educational agencies to best use their general supervision and professional development systems to establish and meet high expectations for every student with a disability. NCSI is funded by OSEP.

<https://ncsi.wested.org/>

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