

# Data Dive: Using Discipline Data to Guide Decision Making

## Overview

High-quality discipline data are critical to guide states, districts, schools, and early childhood programs in reducing exclusionary discipline. Data can inform decisions about which policies, procedures, and practices to use, which to continue, and how to build systems that support such efforts. The resources included in this guide will help states, districts, schools, and early childhood programs make data more understandable and actionable for decision-making teams, focusing on identifying root causes and engaging in a problem-solving process. Many resources are specific to discipline, and other resources more broadly address data literacy, data team meetings, and using data to promote equity. Please see the companion guides: *Data Dive: Collecting, Reporting & Analyzing Discipline Data* 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-BASED DECISION MAKING

Resource Type	Resource Title	Audience	Description	Link
Toolkit	Data Meeting Toolkit	State and Regional Agencies, Local/District Agencies	This suite of tools can guide conversation about data and support data-based decision making. The toolkit provides resources to support success before, during, and after data meetings.	<a href="https://www.ideadata.org/data-meeting-toolkit">https://www.ideadata.org/data-meeting-toolkit</a>
Toolkit	Success Gaps Toolkit: Addressing Equity, Inclusion, and Opportunity	State and Regional Agencies, Local and District Agencies	IDC's Success Gaps Toolkit outlines a process that district and school teams can use to identify and address discipline disparities revealed through the state's accountability system or through self-evaluation. The toolkit, with its process and materials, provides a manageable and defined way for districts or schools to take a closer look at their educational system to ensure an equitable education for all students.	<a href="https://ideadata.org/resources/resource/1538/success-gaps-toolkit-addressing-equity-inclusion-and-opportunity">https://ideadata.org/resources/resource/1538/success-gaps-toolkit-addressing-equity-inclusion-and-opportunity</a>
Toolkit	Part B Indicator Data Display Wizard	State and Regional Agencies	This tool helps SEA staff communicate complex data to stakeholders in a more user-friendly manner. The tool is designed to create data visualizations, in the form of charts, based on SPP/APR data the user enters. IDC has updated the tool to make it easier for users to create visualizations based on the charts' purposes. Many of the visualizations are dynamic and automatically update based on the data the user enters into the tool. States can easily transfer the visualizations to other programs to meet their reporting needs based on the audience, message, and purpose of the desired report or presentation they are preparing.	<a href="https://www.ideadata.org/resources/resource/1881/part-b-indicator-data-display-wizard">https://www.ideadata.org/resources/resource/1881/part-b-indicator-data-display-wizard</a>
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.	<a href="https://ideadata.org/resources/resource/1582/working-principles-of-high-quality-idea-data">https://ideadata.org/resources/resource/1582/working-principles-of-high-quality-idea-data</a>

## DATA-BASED DECISION MAKING

Resource Type	Resource Title	Audience	Description	Link
<b>Webinar, Video</b>	Root Cause Analysis: Using Data to Improve Students' Outcomes	State and Regional Agencies, Local and District Agencies	This webinar helped states and LEAs learn how to use root cause analysis to analyze their 616 and 618 data and use the results to improve student outcomes. States and LEAs should conduct a root cause analysis when these data show that some groups of students are succeeding at lower rates than other groups are. Presenters discussed how to perform a successful root cause analysis to identify why performance or achievement gaps are happening and prevent them from reoccurring. Staff from the South Carolina Department of Education presented on the state's use of the IDC Success Gaps Toolkit for root cause analysis with LEAs and the solutions the LEAs implemented as a result of their analyses.	<a href="https://ideadata.org/events/event/2100/root-cause-analysis-using-data-to-improve-students-outcomes">https://ideadata.org/events/event/2100/root-cause-analysis-using-data-to-improve-students-outcomes</a>
<b>Webinar, Video</b>	Webinar: Data-Based Problem-Solving Teams to Reduce Exclusionary Discipline	State and Regional Agencies	Since the COVID-19 pandemic, state teams in the IDC-PBIS Discipline Partnership have grappled with increases in school discipline rates, including discipline that results in missed instructional time for students. In this webinar event from IDC, we discussed strategies, resources, and some personal experiences of our state presenters that can help strengthen the effective use of data-driven problem-solving teams to better understand the root causes of challenging behavior and to reduce the need for and reliance on exclusionary discipline. This webpage provides the webinar slides and a link to the recording.	<a href="https://ideadata.org/events/event/2754/webinar-data-based-problem-solving-teams-to-reduce-exclusionary-discipline">https://ideadata.org/events/event/2754/webinar-data-based-problem-solving-teams-to-reduce-exclusionary-discipline</a>
<b>Technical Assistance Product</b>	Essential Elements of Comprehensive Data Literacy	State and Regional Agencies, Local and District Agencies	Although this brief does not explicitly address discipline data, developing a solid foundational knowledge of data literacy is integral to building role-specific knowledge and building capacity of educators to use and apply these skills appropriately. Data literacy should encompass understanding data, communicating about data, and using data to make decisions. Building a common understanding of data literacy across all levels of the system (e.g., state, district, school, educator) through aligned professional learning opportunities increases the efficiency and effectiveness of teaming and data use throughout the system. However, the definition of data literacy is inconsistent and often too narrowly applied within the field of education. National experts and technical assistance service providers from multiple centers embarked on a journey to more comprehensively and consistently define the essential elements of data literacy in education.	<a href="https://ncsi-library.wested.org/resources/735">https://ncsi-library.wested.org/resources/735</a>

## DATA-BASED DECISION MAKING

Resource Type	Resource Title	Audience	Description	Link
<b>Technical Assistance Product</b>	Data-Based Decision Making	Educators, Local and District Agencies, Parents and Families, School Administrators, State and Regional Agencies, Early Childhood Programs	A defining feature of PBIS is continuous improvement driven by data. Teams collect and analyze data to diagnose problems or gaps and select strategies to address these challenges. Data tell us which strategies are most effective so that we can continue to include them in our repertoire.	<a href="https://www.pbis.org/topics/data-based-decision-making">https://www.pbis.org/topics/data-based-decision-making</a>
<b>Toolkit</b>	Data-Based Individualization	Educators, Local and District Agencies, School Administrators	DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The National Center for Intensive Intervention provides tools and strategies for any educator or school to implement DBI.	<a href="https://intensiveintervention.org/data-based-individualization">https://intensiveintervention.org/data-based-individualization</a>
<b>Toolkit</b>	Data-Based Individualization: State and Local Leaders	Local and District Agencies, State and Regional Agencies, School Administrators	This resource is intended to help state and local leaders, including school, district, and state administrators and staff responsible for leading MTSS and special education initiatives, find tools and resources to support DBI implementation.	<a href="https://intensiveintervention.org/audience/state-local-leaders">https://intensiveintervention.org/audience/state-local-leaders</a>
<b>Toolkit</b>	Data-Based Individualization: Educators	Educators	This resource is intended to help educators and other building-based personnel find tools to support students with intensive needs, including students with disabilities and students who have not responded to validated intervention programs delivered with fidelity.	<a href="https://intensiveintervention.org/audience/educators">https://intensiveintervention.org/audience/educators</a>
<b>Webinar, Video</b>	Leadership With an Equity Mindset: Using Preschool Special Education Data	State and Regional Agencies	This four-part series supports collaboration between Part B, Section 619, coordinators and Part B data manager or data staff responsible for preschool special education data. Participants will gain strategies necessary for using an equity mindset within the full data life cycle, such as analyzing data to identify and remove barriers to equitable access, experiences, and outcomes.	<a href="https://ectacenter.org/events/webinars.asp">https://ectacenter.org/events/webinars.asp</a>
<b>Technical Assistance Product</b>	Tip Sheet Series: Evaluating the Implementation of Evidence-Based Practices	Early Childhood Programs	This tip sheet series provides concise guidance for collecting and analyzing high-quality data on the implementation of evidence-based practices, including practices that promote social competence and reduce challenging behavior in young children.	<a href="https://dasycenter.org/ebp-tip-sheets/">https://dasycenter.org/ebp-tip-sheets/</a>

*Note.* DBI = data-based individualization; IDC = IDEA Data Center; LEA = local education agency; MTSS = multi-tiered system of supports; PBIS = positive behavioral interventions and supports; SEA = state education agency; SPP/APR = State Performance Plan/Annual Performance Report

## EQUITY

Resource Type	Resource Title	Audience	Description	Link
<b>Training</b>	Significant Disproportionality Summit 2021	Local and District Agencies, State and Regional Agencies	During our first Significant Disproportionality Summit on November 9 and 10, 2021, IDC brought states and districts together to discuss strategies, processes, and infrastructures related to significant disproportionality. The summit included a keynote session followed by six plenary sessions focused on topics such as cultivating robust stakeholder teams, conducting root cause analysis, addressing different types of disproportionality, and evaluating improvement strategies. For each session, we present the session title and description, the recorded video, and the link to the PowerPoint slides. We particularly recommend Session 2—Set Yourself Up for Success With Root Cause Analysis.	<a href="https://ideadata.org/significant-disproportionality-summit-2021">https://ideadata.org/significant-disproportionality-summit-2021</a>
<b>Toolkit, Training</b>	SPP/APR Summit: Decisions, Decisions, Decisions . . . Winding Your Way Through the Indicator 4 Decision Journey	State and Regional Agencies	Our November 15–16, 2022, 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 <a href="https://ideadata.org/spp-apr-summit">https://ideadata.org/spp-apr-summit</a> . 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 n size, and threshold. This session also contrasted Indicator 4 with significant disproportionality requirements.	<a href="https://www.ideadata.org/sites/default/files/media/documents/2022-12/SPP%20APR%20Summit_Indicator%204.pdf">https://www.ideadata.org/sites/default/files/media/documents/2022-12/SPP%20APR%20Summit_Indicator%204.pdf</a>
<b>Technical Assistance Product</b>	Culturally Responsive Data Literacy	State and Regional Agencies, Local and District Agencies	This brief details aspects of data literacy for teaching and culturally responsive teaching and then merges the two concepts to detail the importance of culturally responsive data literacy. The document further explains what is needed to develop a culturally responsive inquiry orientation to data literacy, which includes academic performance and behavior, schooling experiences, personal story and experiences, and examining and interrogating bias.	<a href="https://ncsi-library.wested.org/resources/729">https://ncsi-library.wested.org/resources/729</a>

EQUITY				
Resource Type	Resource Title	Audience	Description	Link
<b>Technical Assistance Product</b>	Data Literacy With an Equity Mindset	State and Regional Agencies, Local and District Agencies	To rethink data with an equity mindset, we approached a group of NCSI thought leaders and asked them, “What are the questions about racial equity in our education systems that could be transformative, if answered?” After collecting their recommendations, we organized their list based on the characteristics of an equity mindset as outlined by Nadelson et al. <sup>a</sup> For many of the questions, we have included further information from thought leaders as to why these questions are important, along with any references to research. Although not specific to discipline data, this brief can help teams engage in data-based decision making with an equity mindset.	<a href="https://ncsi-library.wested.org/resources/695">https://ncsi-library.wested.org/resources/695</a>
<b>Technical Assistance Product</b>	Understanding Common Measures of Disproportionality	Local and District Agencies	This resource provides illustrations of the measures used to understand disproportionality related to various groups of children and a particular factor or outcome.	<a href="https://challengingbehavior.org/document/understanding-common-measures-of-disproportionality/">https://challengingbehavior.org/document/understanding-common-measures-of-disproportionality/</a>

*Note.* IDC = IDEA Data Center; NCSI = National Center for Systemic Improvement; SPP/APR = State Performance Plan/Annual Performance Report.

<sup>a</sup>Nadelson, L. S., Miller, R., Hu, H., Bang, N. M., & Walthall, B. (2019). Is Equity on Their Mind? Documenting Teachers' Education Equity Mindset. *World Journal of Education*, 9(5), 26-40.

## EXAMINING DISCIPLINE DATA AT THE DISTRICT LEVEL

Resource Type	Resource Title	Audience	Description	Link
<b>Toolkit</b>	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.	<a href="https://www.pbis.org/resource/defining-disproportionate-discipline-understanding-common-measures">https://www.pbis.org/resource/defining-disproportionate-discipline-understanding-common-measures</a>
<b>Research Product, Technical Assistance Product</b>	Collecting Fidelity Data to Support and Sustain PBIS/MTSS in Schools	School Administrators, State and Regional Agencies, Local and District Agencies	This brief for states and districts is about using fidelity data to guide action planning.	<a href="https://www.pbis.org/resource/collecting-fidelity-data-to-support-and-sustain-pbis-mtss-in-schools">https://www.pbis.org/resource/collecting-fidelity-data-to-support-and-sustain-pbis-mtss-in-schools</a>
<b>Toolkit, Research Product</b>	Drilling Down District Data: Analyzing Reach and Fidelity of PBIS Implementation	Local and District Agencies, School Administrators	This brief provides district PBIS leadership teams a framework to examine school-level fidelity and self-assessment data to guide resource, professional development, and technical assistance decision making.	<a href="https://www.pbis.org/resource/drilling-down-district-data-analyzing-reach-and-fidelity-of-pbis-implementation#">https://www.pbis.org/resource/drilling-down-district-data-analyzing-reach-and-fidelity-of-pbis-implementation#</a>
<b>Technical Assistance Product</b>	Drilling Down District Data: Analyzing Reach and Fidelity of PBIS Implementation	Local and District Agencies, State and Regional Agencies, School Administrators	This brief outlines strategies for district leadership teams to review multiple data courses related to discipline and PBIS implementation to guide professional learning and technical assistance.	<a href="https://www.pbis.org/resource/drilling-down-district-data-analyzing-reach-and-fidelity-of-pbis-implementation">https://www.pbis.org/resource/drilling-down-district-data-analyzing-reach-and-fidelity-of-pbis-implementation</a>

Note. PBIS = positive behavioral interventions and supports

## EXAMINING DISCIPLINE DATA AT THE SCHOOL LEVEL

Resource Type	Resource Title	Audience	Description	Link
<b>Technical Assistance Product</b>	Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams	Educators, Local and District Agencies, School Administrators	This brief outlines steps for school leadership teams to disaggregate discipline data to look for patterns of disproportionality among groups of students, including students with disabilities, ethnicity, and other marginalized groups. The guide provides a step-by-step process to review data and several school examples.	<a href="https://www.pbis.org/resource/using-discipline-data-within-swpbis-to-identify-and-address-disproportionality-a-guide-for-school-teams">https://www.pbis.org/resource/using-discipline-data-within-swpbis-to-identify-and-address-disproportionality-a-guide-for-school-teams</a>
<b>Webinar, Video</b>	TIPS Meeting Foundations Overview	Educators, Local and District Agencies, School Administrators, State and Regional Agencies, Early Childhood Programs	TIPS is a research-validated framework to use during any team meeting focused on data-driven decision making. In the TIPS model, every team needs a minute taker, a facilitator, a data analyst, and at least one additional person available to be a backup to these roles if anyone is absent.	<a href="https://www.pbis.org/video/tips-meeting-foundations-overview">https://www.pbis.org/video/tips-meeting-foundations-overview</a>
<b>Technical Assistance Product, Research Product</b>	Tier II Data, Systems & Practices	Educators, Local and District Agencies, School Administrators, State and Regional Agencies, Early Childhood Programs	This practice brief provides an overview of the process of designing and implementing Tier 2 systems and practices within a PBIS framework. Approaching Tier 2 design from the district level is encouraged; however, considerations and suggestions for schools implementing Tier 2 independent of a district-level initiative are included.	<a href="https://www.pbis.org/resource/tier-ii-data-systems-practices">https://www.pbis.org/resource/tier-ii-data-systems-practices</a>
<b>Technical Assistance Product, Research Product</b>	Interpreting Universal Behavior Screening Data: Questions to Consider	School Administrators, Educators, State and Regional Agencies, Early Childhood Programs	Universal behavior screening data can be used with other school data to provide educators with valuable information about the overall level of students' performance at Tier 1, as well as an indicator of students who may need additional supports. This brief presents guiding questions to interpret screening data in a three-step process: examine student performance for the school as a whole; consider teacher-delivered, low-intensity supports; and make decisions for students who might require Tier 2 and Tier 3 supports.	<a href="https://www.pbis.org/resource/interpreting-universal-behavior-screening-data-questions-to-consider">https://www.pbis.org/resource/interpreting-universal-behavior-screening-data-questions-to-consider</a>



## EXAMINING DISCIPLINE DATA AT THE SCHOOL LEVEL

Resource Type	Resource Title	Audience	Description	Link
Toolkit	Supporting and Responding to Educators' Classroom PBIS Implementation Needs: Guide to Classroom Systems and Data	Educators, Local and District Agencies, School Administrators, Early Childhood Programs	This guide is intended to be used in conjunction with the practices guide Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators a. This guide provides updated guidance on how to (a) develop systems to support educators' implementation of evidence-based classroom practices and (b) use data to guide the development of implementation supports.	<a href="https://www.pbis.org/resource/supporting-and-responding-to-educators-classroom-pbis-implementation-needs-guide-to-classroom-systems-and-data">https://www.pbis.org/resource/supporting-and-responding-to-educators-classroom-pbis-implementation-needs-guide-to-classroom-systems-and-data</a>
Webinar, Video	Getting Started: Using Data for Decision Making	Educators, Local and District Agencies, School Administrators	Schools need meaningful data to identify a variety of needs and determine effectiveness of supports provided across tiers. This session will describe the various data used within the PBIS framework to select, monitor, and evaluate outcomes, practices, and systems at both the district and school levels.	<a href="https://www.pbis.org/topics/data-based-decision-making">https://www.pbis.org/topics/data-based-decision-making</a>
Toolkit	Using Outcome Data to Implement Multi-tiered Behavior Support (PBIS) in High Schools	Educators, Local and District Agencies, School Administrators	This practice brief discusses four core types of data needed by high school PBIS leadership teams and that these data can be used to problem solve at the (a) whole-school, (b) at-risk group, or (c) individual student levels.	<a href="https://www.pbis.org/resource/using-outcome-data-in-high-schools">https://www.pbis.org/resource/using-outcome-data-in-high-schools</a>
Webinar, Video	Data Informed Decision Making to Support Classroom Practices	Educators, School Administrators	Data-informed decision making is an important component of classroom behavior systems. This session will explore how coaches can use data to support accuracy and fluency with classroom practices, including considerations for using data to support teacher use of effective practices for remote and hybrid models for schooling.	<a href="https://www.pbis.org/video/session-g2-pbis-forum-2020-data-informed-decision-making-to-support-classroom-practices">https://www.pbis.org/video/session-g2-pbis-forum-2020-data-informed-decision-making-to-support-classroom-practices</a>

Note. PBIS = positive behavioral interventions and supports; TIPS = Team-Initiated Problem Solving.

<sup>a</sup> Center on PBIS. (2022). *Supporting and responding to student's social, emotional, and behavioral needs: Evidence-based practices for educators*. <https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

# 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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