

Using the Data Gateway Report: Discipline Incident Summary for SpEd

USBE Data and Statistics
August 26, 2016

Overview:

- ▶ Why: Track Special Ed student discipline days to ensure compliance with service provision laws
- ▶ What: Includes information on each incident in which a Special Ed student was involved, and a sum of the total number of discipline days a student has received state-wide
- ▶ Who: Special Ed Directors
- ▶ When: Use this report year-round to determine if services need to be provided to a student being disciplined, or to track disproportionality
- ▶ Notes:
 - ▶ The student row count allows easy identification of students involved in multiple incidents
 - ▶ Fields in the report are configured to allow Special Ed directors to calculate approximate counts for OSEP Indicator 4

Where and How to Access it: Secure Data Gateway Access

- ▶ Who has access?
 - ▶ LEA Special Ed Directors have access to the following UTREx Special Education Reports:
 - ▶ Dropout Event Summary For SPED
 - ▶ **Discipline Incident Summary for SPED**
 - ▶ Child Count by District Worksheet
 - ▶ SCRAM CCW Detail
 - ▶ SCRAM Extended School Year
- ▶ How to get access?
 - ▶ Contact your LEA UTREx Administrator

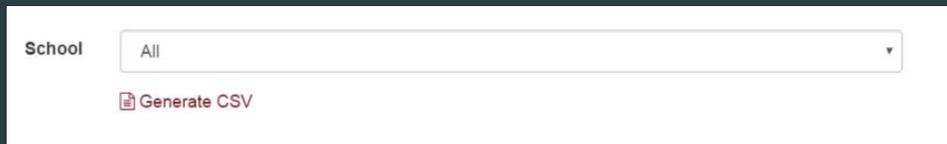
Access Cont.

1. Open the USBE Data Gateway:
<https://datagateway.schools.utah.gov/>
2. Click on the "Login" link and enter your credentials
3. Click on the "My Tools" pull down menu
4. Under the "Special Education" header, click on "UTREx Special Education Reports"
5. Select the link for "Discipline Incident Summary for SPED"

The screenshot shows the Utah State Office of Education Data Gateway interface. The header includes the Utah State Office of Education logo and the text "Utah STATE OFFICE OF Education". Below the header, there is a navigation bar with "DATA GATEWAY", "My Tools" (circled in yellow), and "UTREx". To the right of the navigation bar are links for "Accounts", a document icon, and a question mark icon. Below the navigation bar, there are several menu items: "Accountability Reports", "Data Catalog & Resources", "Data Reports", and "News & Updates". The main content area shows "UTREx Special Education Reports" for "WINTER SPORTS SCHOOL". Under this heading, there are two sections: "October Reports" and "December Reports". The "October Reports" section includes "Dropout Event Summary for SPED". The "December Reports" section includes "Child Count by District Worksheet", "School Summary SCRAM", and "SCRAM CCW Detail". The "Year Round Reports" section is circled in yellow and includes the link "Discipline Incident Summary for SPED", which is also circled in yellow.

Utilizing the Report

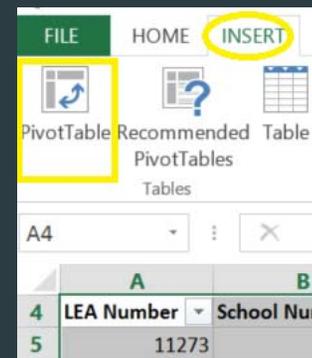
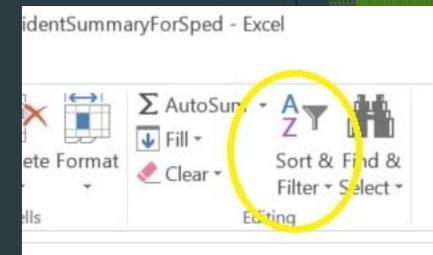
- ▶ Select a school, or select 'All' to view all LEA data
- ▶ Click on 'Generate a CSV'



School: All

Generate CSV

- ▶ Save the CSV, then open it and save it as an Excel
- ▶ To filter and sort the data:
 - ▶ Select all (ctrl + A), and turn on filtering functionality
- ▶ To produce aggregates:
 - ▶ Select all (ctrl + A), click on 'Pivot Table' on the Insert menu (select 'new worksheet'), and click 'OK'



Utilizing the Report Cont.

- ▶ Primary uses of this report:
 - ▶ Auditing for data accuracy
 - ▶ Make sure that discipline records are showing up in UTREx as expected
 - ▶ Filter on the column titled 'Statewide Total Discipline Days' to identify students whose number of discipline days has reached or exceeded 10 days
 - ▶ Use this information to ensure that services are provided to these students during their discipline (whether it is an in or out of school suspension), and SIS/UTREx data is updated to accurately reflect whether or not services were provided
 - ▶ Aggregate the discipline data by disability, or by race/ethnicity or other demographic factors
 - ▶ Use this information to attempt to identify (and address) discrimination in incident discipline practices
 - ▶ Compare with prior year data
 - ▶ Use this data to see if it matches with prior year patterns to identify year over year patterns, or see if goals are being met

Utilizing the Report Cont.

- ▶ Below is an example spreadsheet. The data in the spreadsheet is entirely fake and made up. Any resemblance to actual students or data is entirely coincidental
- ▶ To open the example spreadsheet, right click on it, hover over 'worksheet object', and select 'open' (if it is not available, use the contact information on the last slide to request a copy of the example spreadsheet).

Notes: names, and numbers herein are purely fictional and were made up solely for the purpose of providing an example of how this report should be used to ensure that LEAs are in compliance with laws requiring the highlighting and colors were added for demonstration purposes.

LEA Number	School Number	SSID	Last Name	First Name	Age on Dec 1	Race/Ethnicity	Sex	El. Status	School Entry Date	Scram Entry Date	Incident Date	Possible Evaluation Period Incident
11273	69612	1262	King	Zachary	8	M	M	N	8/27/2015	1/13/2016	1/5/2016	YES
11273	69612	1180	Thomas	Sarah	12	F	N	N	8/27/2015	8/27/2015	9/10/2015	
11273	69612	1180	Thomas	Sarah	12	F	N	N	8/27/2015	8/27/2015	3/17/2016	
11273	69612	1180	Thomas	Sarah	12	F	N	N	8/27/2015	8/27/2015	3/29/2016	
11273	69612	1180	Thomas	Sarah	12	F	N	N	8/27/2015	8/27/2015	5/1/2016	
11273	70004	1274	Stone	Westley	13	M	N	N	10/1/2015	10/1/2015	2/16/2016	
11273	70004	1274	Stone	Westley	13	M	N	N	10/1/2015	10/1/2015	3/19/2016	
11273	70004	1274	Stone	Westley	13	M	N	N	10/1/2015	10/1/2015	4/14/2016	
11273	70004	1189	Chan	Michael	15	M	N	N	9/6/2015	9/6/2015	4/10/2016	
11273	70004	1189	Chan	Michael	15	M	N	N	9/6/2015	9/6/2015	4/15/2016	
11273	42685	1469	Ventura	David	13	M	N	N	8/27/2015	8/27/2015	3/10/2016	
11273	42685	1469	Ventura	David	13	M	N	N	8/27/2015	8/27/2015	3/12/2016	
11273	70004	1099	Garcia	Gabriel	9	M	F	N	8/27/2015	8/27/2015	3/15/2016	
11273	69612	1139	Smith	Joey	11	M	N	N	8/27/2015	8/27/2015	4/17/2016	
11273	69612	1140	Smith	Hanna	11	F	N	N	8/27/2015	8/27/2015	9/15/2015	
11273	69612	1262	King	Zachary	8	M	N	N	8/27/2015	8/27/2015	1/13/2016	
11273	70004	1268	Gray	Andrew	16	F	N	N	8/27/2015	8/27/2015	12/2/2015	
11273	69612	1276	Blacky	Stephena	11	F	N	N	8/27/2015	8/27/2015	3/25/2016	
11273	69612	1281	Robinson	Bason	8	M	N	N	8/27/2015	8/27/2015	4/17/2016	
11273	70004	1288	Malone	Kenna	15	F	Y	Y	9/19/2015	9/19/2015	5/15/2016	
11273	69612	2792	Lee	Andy	13	M	N	N	12/1/2015	12/1/2015	5/3/2016	

Examples

U	V	W
Number Of Discipline Days	Services Offered	Statewide Total Discipline Days
12	TRUE	12
1	FALSE	11

- ▶ In the example data, note that two students have a statewide total of more than 10 discipline days (the value in column W, 'Statewide Total Discipline Days' is 11 for one of these students and 12 for the other)
 - ▶ Only one of these students was provided with services (see column V, 'services offered')
 - ▶ The other student only received 1 discipline day from the LEA that downloaded this report (see column U, 'Number of Discipline Days'). Perhaps the LEA was unaware that the student had received discipline days from some other LEA during the school year, and thus, that services were required (note that column J, 'School Entry Date' indicates that this student has not been enrolled in this LEA for the entire school year).
 - ▶ If the LEA consulted this report prior to initiating the discipline they would have known that services would be required.

Examples

Number Of Discipline Days	Services Offered	Statewide Total Discipline Days	Student Row Count
1	FALSE		4
1	FALSE		4
3	FALSE		4
3	FALSE		4
2	FALSE		3
2	FALSE		3
2	FALSE		3

- ▶ In the example data, note that four students have a 'Student Row Count' (Column X) greater than 1
 - ▶ Looking at the student who has 4 rows, the sum of the 'Number of Discipline Days' from the 4 rows is equal to the 'Statewide Total Discipline Days', so we know that this student has not received discipline days from other LEAs.
 - ▶ Now look at the student with 3 rows. For this student the sum of the 'Number of Discipline Days' from the 3 rows (6) is less than the 'Statewide Total Discipline Days' (9), so we know that this student received discipline days from another LEA (3 days).
 - ▶ The data is included in this way so distinctions can be made between different incidents with their different disciplines. In identifying patterns it may be just as important for an LEA to know about number and frequency of incidents and disciplines as it is to know the total number of discipline days.

Examples

Scram Entry Date	Incident Date	Possible Evaluation Period Incident
1/13/2016	1/5/2016	YES

- ▶ In the example data, note that one of the included incident disciplines occurred prior to the student's Scram Entry Date (see column K for the 'Scram Entry Date' and column M, which indicates whether the incident possibly occurred during the evaluation period)
 - ▶ Incident disciplines that occur during a student's evaluation period must be added to the student's discipline days total in determining whether services are required
 - ▶ USBE does not have information about when a student's evaluation period started, so this field is designed to indicate if an incident discipline occurred during the 60 calendar day window prior to the Scram Entry Date
 - ▶ The LEA may need to make a manual adjustment to the student's total discipline days count if the incident did not occur during the actual evaluation period

Examples

Incident Date	Possible Evaluation Period Incident	Scram Exit Date
3/10/2016		3/15/2016
3/12/2016		3/15/2016

- ▶ In the example data, note that one student had a Scram Exit Date shortly after a number of incident disciplines
 - ▶ This information could be a red flag of underlying issues
 - ▶ For example, if the student dropped out following the incident and discipline, it may be worth determining if the incident could have been prevented, or whether the discipline was unnecessarily harsh, obstructive of learning, or discriminatory (possibly leading to the student dropping out of school).

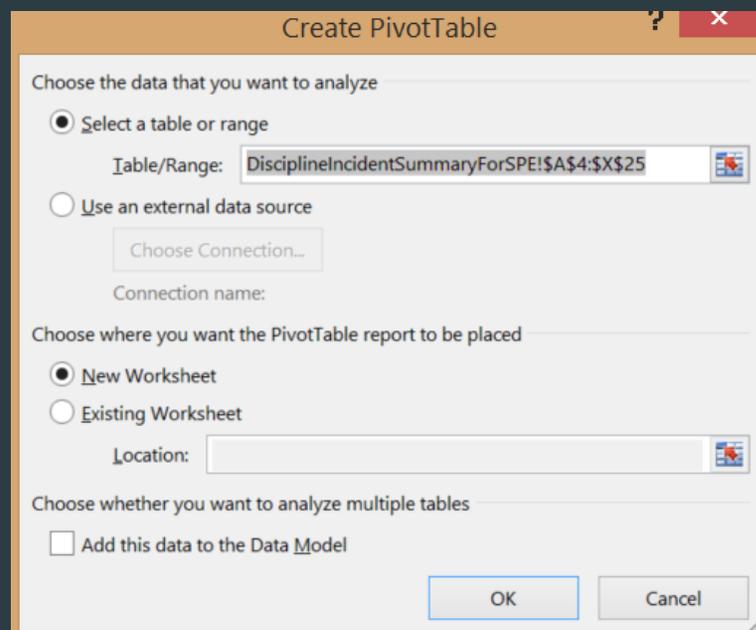
Examples

Row Labels	Sum of Number Of Discipline Days	Average of Number Of Discipline Days2	Count of Number Of Discipline Days2
A	6		3
B	4		2
C	32	2.461538462	13
H	13	6.5	2
I	6	3	2
Grand Total	61	2.904761905	21

- ▶ In the example pivot table (click on the tab 'RaceEthnicityPivotTable'), aggregates have been produced by race/ethnicity
 - ▶ Column A includes the race/ethnicity code
 - ▶ (A=Asian, B=Black/African American, C=Caucasian, H=Hispanic/Latino, and I=American Indian/Alaska Native)
 - ▶ Column B gives the sum of discipline days by race/eth:
 - ▶ Note that about half of the discipline days (32 out of 61) are for Caucasian students (does this seem proportionate?)
 - ▶ Column C gives the average discipline days per student by race/eth:
 - ▶ Note that Hispanic/Latino students have more than double the average of other groups (6.5 days, compared to 3 or fewer). Should this be investigated further?
 - ▶ Column D gives the count of discipline records by race/eth:
 - ▶ Note that each of the groups other than Caucasian has 2 records. Is this proportionate to the overall LEA distributions of students?

Interactive Example: Create a Pivot Table by Disability

- ▶ Lets Create a new Pivot Table Together
 - ▶ Select all of the discipline records (ctrl + A), then click on the 'Insert' menu, and click on 'Pivot Table'. Make sure 'New Worksheet' is selected, then click on 'OK' (the new worksheet is titled 'Sheet 1')



Interactive Example Cont.: Create a Pivot Table by Disability

- ▶ Click on the Pivot Table in Sheet 1 and a menu will appear on the right. We'll create a pivot table to look at disciplines by Disability Type:
 - ▶ Left click on the 'Disability Type' field (you may need to scroll down to see it) and drag it into the box titled 'Rows'
 - ▶ Left click on the 'Number of Discipline Days' field and drag it into the box titled 'Values' (Sum is the default value calculation)
 - ▶ Which disability type has the highest number of discipline days? Do any of these numbers seem alarming?

Row Labels	Sum of Number Of Discipline Days
AU	17
BD	6
CD	1
DD	5
HI	12
SL	20
Grand Total	61

PivotTable Fields

Choose fields to add to report:

- Incident Date
- Possible Evaluation Period Incident
- Scram Exit Date
- Disability Type**
- Grade Level
- Incident ID
- Reason For Removal to Interim Alt Ed Setting
- Discipline Type
- Expulsion
- Number Of Discipline Days**
- Services Offered
- Statewide Total Discipline Days
- Student Row Count

MORE TABLES...

Drag fields between areas below:

FILTERS

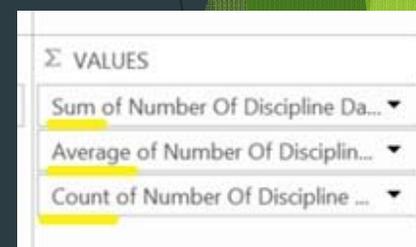
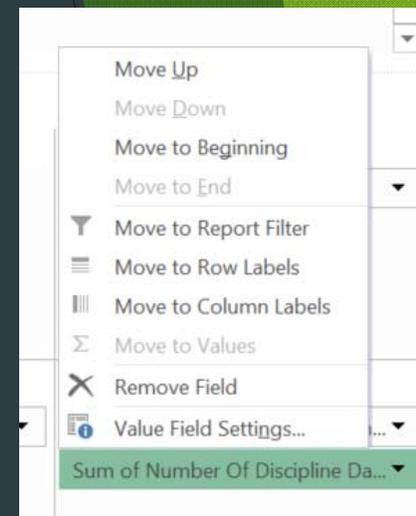
ROWS
Disability Type

VALUES
Sum of Number Of Discipline Da...

Interactive Example Cont.: Create a Pivot Table by Disability

▶ Lets Create a new Pivot Table Together

- ▶ Once again click and drag 'Number of Discipline Days' field into the 'Values' box. This time click on the pull down menu on the right side of the 'Number of Discipline Days' box, and click on 'Value Field Setting' to change the way the data is aggregated by disability type. Select 'Average' then hit OK
- ▶ Once again click and drag 'Number of Discipline Days' field into the 'Values' box. Once again click on the pull down menu on the right side of the 'Number of Discipline Days' box and click on 'Value Field Setting' to change the way the data is aggregated by disability type. Select 'Count' then hit OK



Interactive Example Cont.:

Create a Pivot Table by Disability

- ▶ Which disability type has the highest average number of discipline days?
 - ▶ Does this suggest that there may be discrimination?
- ▶ Which disability type has the highest count of incident discipline rows?
 - ▶ Does this seem proportionate to the distribution of students by disability type in the LEA as a whole?

Row Labels	Sum of Number Of Discipline Days	Average of Number Of Discipline Days2	Count of Number Of Discipline Days3
AU	17	2.428571429	7
BD	6	3	2
CD	1	1	1
DD	5	1.666666667	3
HI	12	12	1
SL	20	2.857142857	7
Grand Total	61	2.904761905	21

Questions?

Any and all questions, feedback, or concerns are welcome:

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