Any categories on the Year-to-Year Reports that are flagged showing a count and a percent change of 20 or more require an explanation for the change from the previous school year. These explanations are important because, 1) the explanations will help us identify the best practices and support needs in the field, 2) ESSU uses AUs’ explanations in order to ensure accuracy in our state-level year-to-year difference explanations to OSEP, so the ESSU may reference the explanations gathered from the AUs in its data reports to OSEP. Below are some examples of how to strengthen your explanations. Explanations that clearly illustrate “cause and effect” (e.g., program implementations, efforts, unusual mobility) are appreciated and will reduce the likelihood of further inquiry from the ESSU.

Office of Special Education

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| --- | --- | --- |
| **Category Flagged** | **Inadequate Explanation** | **Informative Explanation** |
| All Disciplines Total Days: 1 Day or less (increase) | We increased district-wide for those students who had removals of 1 day. | We had an increase in this number because of the increase in marijuana related offenses which included students in Special Education. As a result, we are having targeted training on manifestation determinations.  |
| Out-of-school suspensions: Less than or equal to 10 days (decrease) | We had a decrease from last year because policies and practices along with Professional Development have improved. | We feel discipline in-school suspensions may be decreasing due to our knowledge about PBIS and ways to handle discipline while not removing a student from the classroom altogether. This allows us to still provide direct instruction in the area of students’ needs and helps maintain skills within the classroom. Our largest member district is part of the MTSS training through CDE. This has helped in their understanding of RTI and PBIS. School wide teaching of behavior and expectations has helped, too.  |
| All Disciplines Total Days: 2-10 Days (decrease) | Decrease is due to an effort by LEAs to be proactive when dealing with discipline issues. | We believe the overall decrease in these areas is due to an increased focus on training and implementation of behavioral interventions for students, which built capacity within schools to manage student behaviors in a more positive manner. We will continue to work on reporting disciplinary actions with fidelity. |

Please use the templates on the next page to explain the categories flagged due to a number and percent change of 20 or more. Copy and paste the templates on additional pages if needed. Categories can be grouped (more than one category can be listed in the box) if they are closely related to the same explanation. Here is an example:

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| --- | --- | --- |
| **Category Flagged** | **Count Difference from Last Year** | **Percentage Difference from Last Year**  |
| All Disciplines Total Days: 1 Day or less All Disciplines Total Days: 2-10 DaysOut-of-school suspensions: Less than or equal to 10 days | 27-45-25 | 33%-21%-24% |
| **Explanation** |
| We believe the decreases in Total Days (2-10) and Out of School Suspensions are due to an increased focus on training and implementation of behavioral interventions for students, which builds capacity within schools to manage student behaviors in a more positive manner. The increase in Total Days (1 day or less) reflects a shift from extended removals to shorter removals as the severity of behavior issues has decreased due to the training and implementation of our positive behavior program. |

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| **Administrative Unit:**  |
| **School Year:**  |

|  |  |  |
| --- | --- | --- |
| **Category Flagged** | **Count Difference from Last Year** | **Percentage Difference from Last Year**  |
|  |  |  |
| **Explanation** |
|  |

|  |  |  |
| --- | --- | --- |
| **Category Flagged** | **Count Difference from Last Year** | **Percentage Difference from Last Year**  |
|  |  |  |
| **Explanation** |
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| --- | --- | --- |
| **Category Flagged** | **Count Difference from Last Year** | **Percentage Difference from Last Year**  |
|  |  |  |
| **Explanation** |
|  |

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| --- | --- | --- |
| **Category Flagged** | **Count Difference from Last Year** | **Percentage Difference from Last Year**  |
|  |  |  |
| **Explanation** |
|  |

Directors: When you are finished, please upload this document to the ESSU Ascend Data Management System. Upload as a Word document and tag as Data Collections>Sped Discipline.

Questions? Contact Josh Fails Fails\_j@cde.state.co.us or Lindsey Heitman Heitman\_l@cde.state.co.us