# Comprehensive IDC Part B Tool & Product List

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| **Tool/Product** | **Description** |
| **Data Analysis** |  |
| [*Data Meeting Protocol*](https://ideadata.org/resources/resource/1758/data-meeting-protocol) | This tool provides a structure that states and local teams can use to guide data conversations, including steps to follow before, during, and after meetings to support data-informed decisionmaking. |
| [*IDEA Data Quality: Outlier*](https://ideadata.org/resources/resource/1508/idea-data-quality-outlier-analyses-tools) [*Analyses Tools*](https://ideadata.org/resources/resource/1508/idea-data-quality-outlier-analyses-tools) | State personnel responsible for the IDEA 618 and 616 data can use these tools to conduct outlier analyses. The resource includes a tutorial on completing an outlier analysis and a tool state staff can use to conduct outlier analyses with their local data. |
| [*Outlier Analyses: Step-by-Step Guide*](https://ideadata.org/sites/default/files/media/documents/2018-02/Step_by_Step_Outlier_Analysis.pdf) | State personnel can use this guide to identify data that deviate from an established norm so they can investigate deviations as possible data errors. |
| [*The Uses and Limits of Data: Supporting Data Quality With a Strong Data Chain*](https://ideadata.org/resources/resource/1944/the-uses-and-limits-of-data-supporting-data-quality-with-a-strong-data) | This online learning module provides a general overview of how the methods and design of data collection and analysis affect interpretation of the data. The self-paced module presents the different links in the data chain (e.g., defining the question, designing a measurement strategy) and describes how each link contributes to high-quality data and data analyses. The module also includes examples from a selection of Part B and Part C SPP/APR indicators to illustrate how each step in the data chain contributes to the integrity of the data and its interpretation.This learning module is suitable for anyone who needs an introduction to the concept of data systems. Individuals at the local, state, and federal level who use early intervention and special education indicator data to guide policy, practice, or instructional decisions also will find it helpful. |
| **Data Reporting** |  |
| *Interactive Public Reporting Engine* (**UPDATED)** | The tool displays the complete set of IDEA data that states collect and submit to OSEP to meet the requirements of Section 618 of IDEA. This tool displays each dataset and the required disaggregations such as race/ethnicity, gender, and age. |
| [*IDEA Section 618 Public*](https://ideadata.org/resources/resource/1476/idea-section-618-public-reporting-data-element-checklists) [*Reporting Data Element*](https://ideadata.org/resources/resource/1476/idea-section-618-public-reporting-data-element-checklists) *Checklists* **(UPDATED)** | States can use these interactive checklists to meet IDEA Section 618 public reporting requirements. The checklists enumerate data collections and the specific subgroups by which states are required to report the data publicly. |
| [*IDEA Part B Indicator 12 Transition Template: Calculating Data Worksheet*](https://ideadata.org/resources/resource/1574/idea-part-b-indicator-12-transition-template-calculating-data-worksheet)(**UPDATED)** | State education agencies (SEAs) and local education agencies (LEAs) can use this data template to see in real time the percentages of their children ages 3-5 in the transition reporting categories. |
| [*Section 618 Public*](https://ideadata.org/resources/resource/123/section-618-public-reporting-requirements) [*Reporting Requirements*](https://ideadata.org/resources/resource/123/section-618-public-reporting-requirements) | This infographic provides an overview of the public reporting requirements for IDEA Section 618 and processes for fulfilling the requirements. |

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| **Tool/Product** | **Description** |
| **Data Reporting** |  |
| [*B6 Data Reporting Tools: Educational Environments, Ages 3-5*](https://ideadata.org/resources/resource/1426/b6-data-reporting-tools-educational-environments-ages-3-5) | State data managers, 619 coordinators, local 619 personnel, technical assistance providers, and other interested parties can use this toolkit to assist them with reporting Educational Environments data for children ages 3-5 with disabilities as required for the Office of Special Education Programs (OSEP) Child Count and State Performance Plan/Annual Performance Report (SPP/APR) Indicator 6. States can use the toolkit materials as “stand-alone” guides or as a set. |
| [*Educational Environments 3-5 Data Template: Calculating Local Data Worksheet*](https://ideadata.org/resources/resource/1499/educational-environments-3-5-data-template-calculating-local-data-worksheet) | This data template enables state education agencies (SEAs) and local education agencies (LEAs) to see in real time the percentages of their children ages 3-5 attending and receiving services in specific educational environments. When staff enter the LEA 618 Educational Environments data on the data tab, the tool calculates and displays the percentages on the percentage tab. Using the tool allows SEAs to compare percentages of children within educational environments across LEAs. |
| [*Part B Indicator Data Display Wizard*](https://ideadata.org/resources/resource/1881/part-b-indicator-data-display-wizard)(revised to include Indicator B8) **(UPDATED)** | IDC developed the *Part B* Indicator Data Display Wizard to help states visualize data from their SPP/APR. This tool uses Microsoft Excel to provide users with various chart options in order to display complex data by entering the data in a user-friendly, easy-to-follow format. Many of the charts are dynamic and automatically update based on the data the user enters into the tool. States can easily transfer the charts to other programs to meet their reporting needs based on the audience, message, and purpose of the desired report or presentation. IDC added Part B indicators B4, B9, and B10 to the updated Version 2.0 Data Display Wizard.  |
| [*Educational Environments Ages 3-5: B6 Reporting Tools 2017-2018 Clarifications and Interactive Application*](https://ideadata.org/resources/resource/1426/educational-environments-ages-3-5-b6-reporting-tools-2017-2018) | This reporting Educational Environments resource is comprised of a suite of tools, with a technical guide updated with 2017-18 reporting clarifications as its foundation. State Part B data managers, 619 coordinators, local 619 personnel, technical assistance providers, and other interested parties can use the tools to help them report Educational Environments data for children ages 3-5 with disabilities as required for the OSEP Child Count and SPP/APR Indicator 6. States can use the tools as “stand-alone” materials or as a set.  |
| [*Why, What, Who and HOW: Improving State Reporting of Local Performance*](https://ideadata.org/resources/resource/1880/why-what-who-and-how-improving-state-reporting-of-local-performance) | This toolkit provides an overview of the public reporting requirements in IDEA Section 616. SEAs and Part C lead agencies (LAs) must report on the annual performance of their LEAs and early childhood local programs on the targets in the SPP. The toolkit includes the Section 616 legislation and provides information about why, what, who, and how states can report local performance data. The user-friendly, web-based toolkit allows Part B state directors, 619 coordinators, Part C coordinators, data managers, and other internal and external stakeholders to better understand the scope of what states must report annually about each local programs. The resource goes also beyond the basic requirements for reporting and offers suggestions for ways to present local performance information in easy-to-understand formats for various audiences. |

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| **Tool/Product** | Description |
| **Data Requirements**  |  |
| [*Quick References for IDEA Data*](https://ideadata.org/resources/resource/1725/quick-references-for-idea-data) | These references contain basic information about IDEA Part B and Part C data collections, data systems, and how to access resources for IDEA data. |
| [*SPP Indicator Cards*](https://ideadata.org/resources/resource/1410/spp-indicator-cards) | States can use this set of laminated cards when referring to the Part B and Part C Indicators. The front and back of the three cards have Part B and Part C Indicators, Part B Indicators and details about the State Systemic Improvement Plan (SSIP) Indicator B17, and Part C Indicators and details about the SSIP Indicator C11, respectively. States can contact their IDC State Liaisons for more information or to obtain the cards. |
| [*618 Data Pre-submission*](https://ideadata.org/resources/resource/1427/618-data-pre-submission-edit-check-tools) [*Edit Check Tools*](https://ideadata.org/resources/resource/1427/618-data-pre-submission-edit-check-tools)  | These tools help states in preparing their Part C and Part B data submissions, including identifying potential edit check errors or errors in subtotals or totals, prior to Office of Special Education Programs (OSEP) submission. |
| [*Enhanced Pre-submission Edit Check Tools for IDEA 618 Part B Data*](https://ideadata.org/resources/resource/1578/enhanced-pre-submission-edit-check-tools-for-idea-618-part-b-data)**(UPDATED)** | This suite of tools helps states prepare their Part B data submissions. The five tools in the suite include *Enhanced Pre-submission Edit Check Tool for IDEA 618 Discipline Data*, *Enhanced Pre-submission Edit Check Tool for IDEA 618 Part B Personnel Data*, *Enhanced Pre-submission Edit Check Tool for IDEA 618 Part B Exiting Data*, *Enhanced Pre-submission Edit Check Tool for IDEA 618 Part B (FS089) Ages 3–5 Child Count and Educational Environments Data*, and *Enhanced Pre-submission Edit Check Tool for IDEA 618 Part B (FS002) Ages 6–21 Child Count and Educational Environment Data*. |
| [*IDEA Part B SSS-IDEA Crosswalk*](https://ideadata.org/resources/resource/1591/idea-part-b-sss-idea-crosswalk) | This crosswalk highlights the connections among State Supplemental Survey-IDEA (SSS-IDEA) questions, the related ED*Facts* file specifications, any directly applicable ED*Facts* business rules, and comments that may be included in the Office of Special Education Programs (OSEP) Data Quality Reports. |
| [*IDEA Data Training Modules*](https://ideadata.org/resources/resource/1564/idea-data-training-modules) | These modules provide information required for completion of the IDEA 618 data submissions and relevant Annual Performance Report (APR) indicators. |
| **Data System** |  |
| [*IDEA Data Center Part B Data System*](https://ideadata.org/resources/resource/1593/idea-data-center-part-b-data-system-framework) [*Framework*](https://ideadata.org/resources/resource/1593/idea-data-center-part-b-data-system-framework) | This resource is an overarching structure designed to support state education agency (SEA) staff responsible for working with and responding to IDEA Part B requirements related to the collection, analysis, use, and reporting of high-quality special education data. |
| [*Part B IDEA Data Processes Toolkit*](https://ideadata.org/resources/resource/1555/part-b-idea-data-processes-toolkit)**(UPDATED)** | This toolkit documents the data processes for all 616 and 618 data collections to establish a well-managed process for data collection, validation, and submission. |
| [*The Assessment Data Journey: Are We There Yet?*](https://ideadata.org/resources/resource/1785/the-assessment-data-journey-are-we-there-yet) | Data for Part B Indicator 3 follow a long and complicated process, beginning when a student is registered in a state assessment system and ending when states publicly report the data in their State Performance Plan/Annual Performance Report (SPP/APR). Communication and collaboration between the various individuals involved can make this process easier. This infographic provides general information about the process for a typical state. |
| [*IDEA Part B Confidentiality Checklist*](https://ideadata.org/resources/resource/1577/idea-part-b-confidentiality-checklist) | State and local agencies can use this tool to identify what actions, policies, and procedures may be needed to meet confidentiality provisions outlined in IDEA Part B 20 U.S.C. 1400. |
| [*The Importance of High-Quality Data and the Role of Business Rules*](https://ideadata.org/resources/resource/1581/the-importance-of-high-quality-data-and-the-role-of-business-rules) | This instructional video provides a brief introduction to the concept of using business rules to promote and support the collection of high-quality data within state and local systems for IDEA Part B and Part C. |
| [*Working Principles of High-Quality IDEA Data*](https://ideadata.org/resources/resource/1582/working-principles-of-high-quality-idea-data) | This interactive resource displays the different components of high-quality data. High-quality data are timely, accurate, complete, usable, accessible, and secure. |

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| **Tool/Product** | Description |
| **Data System**  |  |
| [*Making the Most of Parent involvement Data: Improving Quality and Enhancing Understanding*](https://ideadata.org/resources/resource/1926/making-the-most-of-parent-involvement-data-improving-quality-and-enhancing)(NEW) | This toolkit is designed to assist states as they plan for and carry out their efforts to collect, report, analyze, and use high-quality parent and family involvement data. It defines key concepts; offers guidance on ways to improve the quality of the collection, analysis, and use of parent/family involvement data; and provides resources and tools to help states in their parent involvement data efforts. The toolkit also contains guidance on involving stakeholders to ensure* data collection activities are relevant to and understandable by parents/families;
* the state and other stakeholders accurately interpret data; and
* state agencies receive additional expertise and support using the data to identify and address issues related to parent/family involvement.

The toolkit is designed to allow various navigation options. There are four primary sections: preparing for data collection (READY), collecting data (RUN), analyzing data (REFLECT), and using the collected information to consider current results and goals and share data with others (REACH). The toolkit also includes resources and tools to help states make the most of their parent/family involvement data and supplementary information on topics such as working with third-party contractors and creating or modifying a new parent/family involvement survey. |
| **Discipline** |  |
| [*EDFacts IDEA Discipline Data Infographic*](https://ideadata.org/resources/resource/1498/edfacts-idea-discipline-data-infographic) | This infographic provides information about the ED*Facts* files states use to submit IDEA discipline data to the Office of Special Education Programs (OSEP). |
| [*IDEA Part B Discipline Data Collection Questions and Answers*](https://ideadata.org/resources/resource/1579/idea-part-b-discipline-data-collection-questions-and-answers) | This document assists states with the collection of data on children with disabilities served under IDEA who were subject to disciplinary removal. |
| [*Measuring Significant Discrepancy: An*](https://ideadata.org/resources/resource/139/measuring-significant-discrepancy-an-indicator-b4-technical-assistance-guide)[*Indicator B4 Technical Assistance*](https://ideadata.org/resources/resource/139/measuring-significant-discrepancy-an-indicator-b4-technical-assistance-guide) [*Guide*](https://ideadata.org/resources/resource/139/measuring-significant-discrepancy-an-indicator-b4-technical-assistance-guide) | This resource describes the methods a state might use to appropriately determine which of its districts has a significant discrepancy (including a significant discrepancy by race or ethnicity) in the rates of out-of-school suspensions and expulsions totaling greater than 10 days for children with disabilities. |
| **Disproportionality and Equity** |  |
| [*Equity Requirements in IDEA*](https://ideadata.org/resources/resource/1590/equity-requirements-in-idea) | This table details key areas such as methodology, data sources, and reporting considerations for each of the three equity requirements in IDEA. |
| [*Equity, Inclusion, and Opportunity:*](https://ideadata.org/resources/resource/133/equity-inclusion-and-opportunity-addressing-success-gaps-indicators-of) [*Addressing Success Gaps, Indicators of*](https://ideadata.org/resources/resource/133/equity-inclusion-and-opportunity-addressing-success-gaps-indicators-of) [*Success Rubric*](https://ideadata.org/resources/resource/133/equity-inclusion-and-opportunity-addressing-success-gaps-indicators-of) | Schools or districts can use this rubric to address success gaps that exist between groups of their students, such as gaps in test scores or graduation rates between students with disabilities and other students. |
| [*Equity, Inclusion, and Opportunity:*](https://ideadata.org/resources/resource/130/equity-inclusion-and-opportunity-addressing-success-gaps-white-paper) [*Addressing Success Gaps*](https://ideadata.org/resources/resource/130/equity-inclusion-and-opportunity-addressing-success-gaps-white-paper) | This white paper outlines factors in the general education setting that contribute to equitable success for all students. The paper further addresses elements of equity, inclusion, and opportunity that can minimize or eliminate success gaps that exist among groups of students. |
| [*Examining Representation: Over,*](https://ideadata.org/resources/resource/1592/examining-representation-over-under-or-both) [*Under, or Both?*](https://ideadata.org/resources/resource/1592/examining-representation-over-under-or-both) | This resource defines overrepresentation and three related terms: over-identification, under-identification, and underrepresentation. |
| [*Methods for Assessing Racial/Ethnic*](https://ideadata.org/resources/resource/140/methods-for-assessing-racialethnic-disproportionality-in-special-education) [*Disproportionality in Special*](https://ideadata.org/resources/resource/140/methods-for-assessing-racialethnic-disproportionality-in-special-education) [*Education, A Technical Assistance*](https://ideadata.org/resources/resource/140/methods-for-assessing-racialethnic-disproportionality-in-special-education) [*Guide*](https://ideadata.org/resources/resource/140/methods-for-assessing-racialethnic-disproportionality-in-special-education) *(Revised)* | This resource describes the more common methods for calculating racial/ethnic disproportionality in special education. |

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| **Tool/Product** | Description |
| **Disproportionality and Equity** |  |
| [*Spreadsheet Application for*](https://ideadata.org/resources/resource/1484/spreadsheet-application-for-calculating-disproportionality-measures-and) [*Calculating Disproportionality*](https://ideadata.org/resources/resource/1484/spreadsheet-application-for-calculating-disproportionality-measures-and) [*Measures and User’ s Guide (Revised)*](https://ideadata.org/resources/resource/1484/spreadsheet-application-for-calculating-disproportionality-measures-and) | This Excel spreadsheet application and user’s guide are tools to aid states in their assessment of racial/ethnic disproportionality. |
| [*Success Gaps Toolkit*](https://ideadata.org/resources/resource/1538/success-gaps-toolkit) **(UPDATED)** | Schools and districts can use the materials and resources in the toolkit to conduct a root cause analysis and make a plan for reducing success gaps. |
| **MOE and CEIS** |  |
| [*618 Data Pre-submission Edit Check Tool - Part B MOE and CEIS*](https://ideadata.org/resources/resource/162/618-data-pre-submission-edit-check-tool-part-b-moe-and-ceis) | This tool helps states prepare their Part B Maintenance of Effort (MOE) and Coordinated Early Intervening Services (CEIS) data submission. IDC developed the tool in collaboration with the Center for IDEA Fiscal Reporting (CIFR). |
| [*A Comparison of Mandatory Comprehensive Coordinated Early Intervening Services (CCEIS) and*](https://ideadata.org/resources/resource/1580/a-comparison-of-mandatory-comprehensive-coordinated-early-intervening) [*Voluntary Coordinated Early Intervening Services (CEIS*](https://ideadata.org/resources/resource/1580/a-comparison-of-mandatory-comprehensive-coordinated-early-intervening)*)* | This resource outlines the differences between CCEIS and voluntary CEIS. |
| [*Collecting and Reporting the New Data Elements Related to the Local Education Agency Maintenance of*](https://ideadata.org/resources/resource/1572/collecting-and-reporting-the-new-data-elements-related-to-the-local) [*Effort Provisions*](https://ideadata.org/resources/resource/1572/collecting-and-reporting-the-new-data-elements-related-to-the-local) | This resource discusses each of the four new data elements the Office of Special Education Programs (OSEP) added related to the local education agency (LEA) Maintenance of Effort (MOE) provisions of IDEA in the MOE Reduction and Coordinated Early Intervening Services (CEIS) data collection. The resource provides additional support and assistance as states prepare to collect and submit these data. |
| [*Coordinated Early Intervening Services (CEIS) Fiscal and Student Data Tracker*](https://ideadata.org/resources/resource/1689/coordinated-early-intervening-services-ceis-fiscal-and-student-data-tracker) | This resource is a set of three tools state education agencies (SEAs) can use with their districts, schools, and providers to assist them in tracking the finances, services, and student data associated with CEIS. IDC developed the tracker in collaboration with the Center for IDEA Fiscal Reporting (CIFR).  |
| [*CEIS Practice Guide*](https://ideadata.org/resources/resource/1790/ceis-practice-guide) | States and local education agencies (LEAs) can use this practice guide with the [Coordinated Early Intervening Services (CEIS) Fiscal and Student Data Tracker](https://ideadata.org/resources/resource/1689/coordinated-early-intervening-services-ceis-fiscal-and-student-data-tracker). The practice guide provides two scenarios each for voluntary CEIS and comprehensive CEIS. Each scenario describes an LEA’s implementation of voluntary or comprehensive CEIS and how the LEA or state could track the amount LEAs reserved for voluntary or comprehensive CEIS, the activities conducted using IDEA funds for voluntary or comprehensive CEIS, the target group of students, and ongoing student-level data about special education services. IDC developed the practice guide in collaboration with the Center for IDEA Fiscal Reporting (CIFR). |
| [*Maintenance of Effort (MOE)*](https://ideadata.org/resources/resource/1495/maintenance-of-effort-moe-reduction-eligibility-decision-tree) [*Reduction Eligibility Decision Tree*](https://ideadata.org/resources/resource/1495/maintenance-of-effort-moe-reduction-eligibility-decision-tree) | This resource guides state education agencies (SEAs) and local education agencies/education service agencies (LEAs/ESAs) through a series of questions to determine an LEA’s/ESA’s eligibility to reduce MOE. |
| [*Maintenance of Effort (MOE) Reduction Eligibility Worksheets*](https://ideadata.org/resources/resource/1496/maintenance-of-effort-moe-reduction-eligibility-worksheets) | These worksheets include two documents to assist state education agencies (SEAs) and local education agencies/education service agencies (LEAs/ESAs) with MOE reduction. |
| [*Navigating Coordinated Early*](https://ideadata.org/resources/resource/1477/navigating-coordinated-early-intervening-services-ceis-frequently-asked) [*Intervening Services (CEIS) Frequently*](https://ideadata.org/resources/resource/1477/navigating-coordinated-early-intervening-services-ceis-frequently-asked) [*Asked Questions (FAQ)*](https://ideadata.org/resources/resource/1477/navigating-coordinated-early-intervening-services-ceis-frequently-asked) | This FAQ resource focuses on helping state education agencies (SEAs) and local education agencies (LEAs) understand CEIS and its reporting requirements. |

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| **Tool/Product** | Description |
| **MOE and CEIS** |  |
| [*Navigating Voluntary Coordinated Early Intervening Services (CEIS)*](https://ideadata.org/resources/resource/1436/navigating-coordinated-early-intervening-services-ceis) | This white paper focuses on helping state education agencies (SEAs) and local education agencies (LEAs) better understand voluntary CEIS and its reporting requirements. |
| **Online Learning** |  |
| [*Online Learning and IDEA Educational Environments (Ages 6-21)*](https://ideadata.org/resources/resource/1567/online-learning-and-idea-educational-environments-ages-6-21)(**UPDATED)** | State and local district staff can use this tool when considering the time students with disabilities spend in online learning and how staff should count that time when reporting IDEA educational environments. |
| [*Summary of State Policy on Online Learning*](https://ideadata.org/resources/resource/1478/summary-of-state-policy-on-online-learning) | This white paper provides a snapshot of available policies and guidance related to online learning and students with disabilities from a small group of states that require online experience. |
| **SSIP** |  |
| [*A Guide to SSIP Evaluation Planning*](https://ideadata.org/resources/resource/1487/a-guide-to-ssip-evaluation-planning) | This guide describes key steps for developing a well-thought-out plan for evaluating a State Systemic Improvement Plan (SSIP). |
| [*Considerations for Making Changes to SIMR Baseline and Targets*](https://ideadata.org/resources/resource/1471/considerations-for-making-changes-to-simr-baseline-and-targets) | This white paper outlines factors for Part B and Part C state agencies to consider when revising State-Identified Measurable Result (SIMR) baselines or targets. |
| [*Operationalizing Your SSIP Evaluation:*](https://ideadata.org/resources/resource/1571/operationalizing-your-ssip-evaluation-a-self-assessment-tool) [*A Self-Assessment Tool*](https://ideadata.org/resources/resource/1571/operationalizing-your-ssip-evaluation-a-self-assessment-tool) | This interactive self-assessment tool leads those within a state responsible for implementing the State Systemic Improvement Plan (SSIP) evaluation through the process of operationalizing their SSIP evaluation plan in tandem with implementation efforts. |
| [*Using a Theory of Action to Develop*](https://ideadata.org/resources/resource/1488/using-a-theory-of-action-to-develop-performance-indicators-to-measure)[*Performance Indicators to Measure*](https://ideadata.org/resources/resource/1488/using-a-theory-of-action-to-develop-performance-indicators-to-measure)[*Progress Toward a SIMR*](https://ideadata.org/resources/resource/1488/using-a-theory-of-action-to-develop-performance-indicators-to-measure)  | This white paper offers an approach for using a theory of action as an outline to develop the State Systemic Improvement Plan (SSIP) Phase II evaluation questions and plan that will guide the SSIP work in Phase III and beyond. |
| [*Using Growth Models to Measure Child/Student Outcomes for State*](https://ideadata.org/resources/resource/1570/using-growth-models-to-measure-child-student-outcomes-for-state-systemic) [*Systemic Improvement Plans*](https://ideadata.org/resources/resource/1570/using-growth-models-to-measure-child-student-outcomes-for-state-systemic) | This white paper, with a focus on special education populations, provides state and local education personnel with an overview of issues to consider with growth models, a look at models currently in use, and a description of common models and a scenario of their potential use within the State Systemic Improvement Plan (SSIP) process. |