



LEA Name:

Date:

Date Updated:

Essential Elements

Data Collection Name: Reference the name the collection is known by in the LEA. For accuracy of communication throughout the LEA, reference each data collection by only one name.

Data Staff:¹ Provide titles and names, contact information, department, and any notes for persons responsible for collections, validation, and submission. If there are multiple parties responsible for or involved in the process, list them all (e.g., special education coordinator, special education data manager, district data manager, assessment coordinator).

Data Collection Levels: These are the levels at which the LEA collects and submits data to the SEA.

- Student and aggregate levels
- Student demographics (race/ethnicity, gender, disability, English learner status, socioeconomic status [SES], migrant, homeless)
- Grade and performance level
- Assessment type
- School and district level
- Other _____

LEA Submission Schedule: Provide a list of dates when the data collection period opens and when data are due to the SEA from the LEA.

¹ **Data Staff**—When reviewing processes and procedures for assessment data collection and reporting, be sure to include all departments associated with this collection. This often includes data, assessment, and special education personnel.

Data Collection Protocol—Assessment

Processes

Collection: Provide detailed information about how the LEA pulls data from the database, how schools submit data to the LEA, etc.
Data Validation: ² Describe the data cleaning processes the LEA uses to prepare these data for submission.
Internal Approval Process: Describe any internal approval processes (e.g., who must sign off and timelines).
Submission: ³ Describe process for generating and submitting each dataset to the state.
Data Analysis: ⁴ Describe the process for data analysis.
Data Use: Record any strategies and procedures for the LEA or schools to use assessment data (e.g., for professional development, student supports, systems improvement, etc.). Describe how the LEA engages with the schools to help them utilize data for school improvement.
Data Governance: Describe the process for reviewing potential or actual future changes to the data collection and associated requirements.
Blank Heading: Use this row for additional topics. Create new heading rows as needed.

² Data Validation—

- Confirm that the assessment office for the LEA will review, verify, and validate assessment data for all students, including students with disabilities. Work with the assessment data staff to review the data validation and cleaning processes for the students with disabilities (IDEA) subgroup.
- To reduce or eliminate errors and need for subsequent follow-up, consult with assessment staff early to report accurate assessment data. When needed, document procedures to address and remedy data quality issues.

³ Submission—Describe where and how the LEA stores or accesses a copy of the data for future reference.

⁴ Data Analysis – Review data year to year, looking for patterns districtwide and within schools, outliers, information on whether targets are met or not met, and slippage.

Calendar



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data



LEA Name:

Date:

Date Updated:

The LEA Data Collection Calendar is a 12-month view of required tasks associated with the *Individuals with Disabilities Education Act* (IDEA) data. The team completing the *LEA Data Processes Toolkit* protocols should complete the calendar by adding new rows and tasks as necessary. A personnel column is included for assigning the person responsible for each task. The team can use the checkbox column to indicate completed tasks. The team can add more columns to the calendar as needed.

Some suggested tasks that align with federal reporting timelines are below:

- applying edit checks;
- overseeing corrections;
- finalizing files;
- preparing data submissions;
- working with the state, vendors, governance personnel, and other stakeholders to support necessary changes to data and procedures;
- meeting with the data team to update this calendar;
- disseminating business rule details or changes to schools (with enough lead time so school staff can understand and disseminate rules to appropriate parties);
- training school staff on data submission requirements;
- documenting location of final data files; and
- making necessary changes to process and support documents (e.g., data dictionaries, FAQs, training materials).

Data Collection Calendar

Personnel	Task	✓
January		
February		
March		
April		
May		

Data Collection Calendar

Personnel	Task	✓
June		
July		
August		
September		
October		

Data Collection Calendar

Personnel	Task	✓
November		
December		

Protocol
Discipline



IDEA DATA
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Collect, Report, Analyze, and
Use High-Quality Part B Data



LEA Name:

Date:

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Essential Elements

Data Collection Name: Reference the name the collection is known by in the LEA. For accuracy of communication throughout the LEA, reference each data collection by only one name.

Required Data Containing Unduplicated Counts of Children and Disciplinary Events

Data containing unduplicated counts of children

- Children with Disabilities (IDEA) Removal to Interim Alternative Educational Setting
- Children with Disabilities (IDEA) Suspensions/Expulsions
- Children with Disabilities (IDEA) Disciplinary Removals
- Educational Services During Expulsion

Data containing unduplicated counts of disciplinary events

- Children with Disabilities (IDEA) Reasons for Unilateral Removal
- Children with Disabilities (IDEA) Total Disciplinary Removals

Data Staff: Provide titles and names, contact information, department, and any notes for persons responsible for collection, validation, and submission. If there are multiple parties responsible for or involved in the process, list them all (e.g., special education data manager, discipline data manager, district data manager).

Data Collection Protocol—Discipline

Data Collection Levels:¹ These are the levels at which the LEA collects and submits data to the SEA.

- School and LEA level
- Student level
- Event level
- Type of removal
- Duration of removal
- Other _____

State Collection and Submission Schedule: Provide a list of dates when the data collection period opens, when data are due to the LEA from the school, and when the LEA pulls the data after the collection closes.

¹ **Data Collection Levels**—Discipline data for students with disabilities are captured at the student level for any event that results in the removal of the student from his/her current individualized education program (IEP) educational or environmental setting. Data include a count of the total number of individual removal events as well as an unduplicated count of students with disabilities who had discipline-related removals.

Data also include demographic information about the student with a disability being removed (including the student's disability, race/ethnicity, gender, and English learner status) as well as information about each removal (including type of removal and the amount of time for which the student is removed).

Data Collection Protocol—Discipline

Processes

Collection: Provide detailed information about how the LEA pulls data from database, how schools submit data to the LEA, etc.

Data Validation:² Describe the data cleaning processes the LEA uses to prepare these data for submission.

Internal Approval Process: Describe any internal approval processes (e.g., who must sign off and timelines).

Submission:³ Describe the process for generating and submitting the data listed in Required Data Containing Unduplicated Counts of Children and Disciplinary Events.

² Data Validation — Document and/or verify:

- How to address duplicates (e.g., two students with same student identifier but different names, also two student identifiers likely referencing a single student).
- How the local district handles counts of days for students who transfer from one school to another in a single year (e.g., Are the days only associated with the last school? If so, are all event days in the year attributed to the second school—or only the days the student was removed while at the second school)?.
- How to address missing data (e.g., a suspension event for a student has a start date but no end date);
- How to address weekends, vacations, summers etc. with respect to calculating days of suspension (school days vs. calendar days).
- How to address “in-school suspensions.” (It is important to know state agency and local district policy as well as local practice on services for students receiving in-school suspension);
- How to address time between removal event and subsequent placement in a behavioral center or Interim Alternative Educational Setting (IAES). Time in these settings is not considered suspension or expulsion time;
- How to address time counted for a student who was suspended in a school year prior to the point he/she was found eligible for IDEA (e.g., is only post-IDEA eligible time counted?);
- How schools and the LEA address expulsions that cross school years (e.g., suspended in May for 3 months);
- That a procedure for including data for students ages 3–5 is in place;
- The number of times children with disabilities (IDEA) who were ages 3 through 21 and unilaterally removed by school personnel (not the IEP team) from their current educational placement to an interim alternative educational setting (determined by the IEP team) due to drug or weapon offenses or serious bodily injury.
- That an event that affects more than one student with disabilities should be associated with each student (e.g., fight between two students) is greater than or equal to the number of children removed to an interim alternative educational setting (IAES).

³ **Submission**—Describe where and how a copy of the submitted discipline file(s) are accessed for future reference.

Data Collection Protocol—Discipline

Clarification:⁴ Describe how your LEA responds to the state’s requests for clarification.

Addressing and Responding to Determinations of Noncompliance: Document the steps taken to address noncompliance (e.g., school action plan, professional development, etc.), and persons responsible for conducting the verification of correction.

Data Analysis:⁵ Describe the process for data analysis.

Data Use: Address any strategies and procedures for the LEA or schools to use discipline data (e.g., for professional development, student supports, systems improvement). Describe how the LEA engages with the schools to help them utilize data for school improvement.

Data Governance: Describe the process for reviewing potential or actual future changes to the data collection and associated requirements.

Blank Heading: Use this row for additional topics. Create new heading rows as needed.

⁴ **Clarification** –The state may request clarification of data submitted.

⁵ **Data Analysis:** Review data year to year, looking for patterns districtwide and within schools, outliers, whether targets are met or not met, and slippage. Are there systems in place for the LEA to determine:

- if there are one or more racial/ethnic groups that have significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs?
- if there are policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards)?



LEA Name:

Date:

Date Updated:

Essential Elements

Data Collection Name: Reference the name the collection is known by in the LEA.¹ For accuracy of communication throughout the LEA, reference each data collection by only one name.

Exiting Data Definitions/Descriptions:

Graduated: Number of youth with individualized education programs (IEPs) graduating from high school with a regular diploma. These students exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. The term regular high school diploma does not include an alternative degree that is not fully aligned with the state's academic standards, such as a certificate or General Education Development or General Education Diploma (GED).

Graduated with Alternate Diploma: State-defined alternate diploma should be defined in accordance with Section 8101(23) and (25) of the ESEA, as amended by the ESSA, which states that it must be (1) standards-based, (2) aligned with the State requirements for the regular high school diploma; and (3) obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (IDEA).

Only students with the most significant cognitive disabilities assessed using the alternate assessment aligned to alternate academic achievement standards under section 1111(b)(2)(D) are eligible for the State-defined alternate diploma.

Dropped out: Percent of youth with individualized education programs (IEPs) dropping out of high school. These students were enrolled at the start of the reporting period but were not enrolled at the end of the reporting period and did not exit special education through any of the other means. These students include dropouts, runaways, GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), expulsions, students whose status is unknown, students who moved but are not known to be continuing in another educational program, and other exiters from special education.

¹ This template is customizable and should be updated to reflect the language used within the state. Local education agencies may be referred to as LEAs, districts, etc.

Data Collection Protocol—Exiting

- GED - In states where students may receive a GED without dropping out of school, the LEA may report these students as having received a certificate. These are students who were jointly enrolled in secondary education and a GED program. In all other cases, the LEA should report GED recipients as dropped out.

Received a certificate: Percent of youth with individualized education programs (IEPs) receiving a certificate. These students exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma but did not meet the same standards for graduation as those for students without disabilities. This also includes students receiving any alternative degree that is not fully aligned with the state's academic standards, such as a certificate or a GED, so long as the student remained continuously enrolled in the secondary education program.

- GED – Received a certificate includes GED recipients when the state allows the students to receive a GED without dropping out of school (the students are jointly enrolled in secondary education and a GED program).

Reached maximum age: Youth with individualized education programs (IEPs) that exit upon reaching maximum age for receipt of special education services. This includes students who reached the maximum age and did not receive a diploma.

Moved, known to be continuing: Youth with individualized education programs (IEPs) that moved out of the LEA and are known to be continuing in an educational program. There does not need to be evidence that the students are continuing in special education, only that the students are continuing in an educational program. This includes students who are in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operated as separate districts, excluding normal matriculation.

Transferred to regular education: Youth with individualized education programs (IEPs) that transferred to regular education. These students were served in special education at the start of the reporting period, but at some point during that 12-month period, returned to general (regular) education. These students no longer have an IEP and are receiving all of their educational services from a general (regular) education program. If the parent of a student with a disability revokes consent for special education and related services, the student would be reported in this category.

Data Staff:² Provide titles and names, contact information, department, and any notes for persons responsible for collection, validation, and submission. If there are multiple parties responsible for or involved in the process, list them all (e.g., special education coordinator/case manager, special education data manager, district data manager).

Data Collection Levels: These are the levels at which the LEA collects and submits data to the SEA.

- Individual student and aggregate levels
- By student demographics (race/ethnicity, gender, disability, age, and English learner status)
- By basis of exiting
- By exiters during the covered period (July 1 through June 30) who began the year in special education
- At the district level (based on the boundaries of the counting entity)
- Other _____

² **Data Staff**—When reviewing processes and procedures for exiting data collection and reporting, be sure to include all departments associated with this collection. This often includes data and special education personnel.

Data Collection Protocol—Exiting

Local Submission Schedule: Provide a list of dates when the data collection period opens, when data are due to the LEA from the school, and when the LEA pulls data after the collection closes.

Data Collection Protocol—Exiting

Processes

Collection: Provide detailed information about how the LEA pulls data from database, how schools submit data to the LEA, intermediary units,³ etc.

Data Validation:⁴ Describe the data cleaning processes the LEA uses to prepare these data for submission.

Internal Approval Process: Describe any internal approval processes (e.g., who must sign off and timelines).

Submission:⁵ Describe process for generating and submitting the data to the SEA.

³ Regional, cooperative units, etc.

⁴ **Data Validation—**

- Confirm each exiting student was enrolled in special education at the beginning of the reporting period, that the student was not enrolled in special education at the end of the reporting period (in any school in the LEA), that the data captures the basis (reason) of exiting special education, and that the student's demographic data (disability, age, race, gender, grade, English learner status) are correct.
- Confirm that all expected exiting records are submitted. (Review against students counted as receiving services during the previous reporting period.)
- Review and correct students reported as exiting more than once.
- Address records to explain unusual or impossible basis for exiting (e.g., “dropped out” at age 14, “graduated” at age 14-16, “reached maximum age” before age 21).
- Verify and correct, if necessary, the LEA total, as it may not equal the sum total of the schools' exiters. For example, a student exiting special education by moving from one school may still be enrolled in special education in a receiving school (elsewhere in the LEA) and, therefore, not be reported as exiting special education on the LEA report.
- Clarify (and disseminate) LEA business rules in concert with SEA requirements (data elements) regarding:
 - Regular high school diploma
 - Certificate
 - GED
 - Reached maximum age

⁵ **Submission—**Describe where and how the LEA stores or accesses a copy of the submitted exiting file(s) for future reference.

Data Collection Protocol—Exiting

Data Analysis:⁶ Describe the process for data analysis.

Data Use: Record any strategies and procedures for the LEA or schools to use exiting data (e.g., for professional development, student supports, systems improvement). Describe how the LEA engages with the schools to help them utilize data for school improvement.

Data Governance: Describe the process for reviewing potential or actual future changes to the data collection requirements.

Blank Heading: Use this row for additional topics. Create new heading rows as needed.

⁶ **Data Analysis:** Review data year to year, looking for patterns districtwide and within schools, outliers, information about whether targets are met or not met, and slippage.



LEA Name:

Date:

Date Updated:

Data Collection Protocol—LEA Landscape

LEA Overview: Describe the organizational structure of the LEA. Include acronyms, number of schools, how schools are organized, and names of specific programs.

LEA Data Systems Overview: Describe each LEA data system including function and connections. Include information on how staff make updates to the systems when requirements change and how various systems interact.

Staff: Include position title, contact information, and a brief description of responsibilities for all LEA staff or contractors who are involved with IDEA data. Specify staff who are members of the data team.

Data System Access and Permissions:¹ Describe who gets access and the process for seeking access to each data system.

Data Entry: Describe how and by whom special education data are entered. What system does the LEA use to collect the data?

¹ **Data System Access and Permissions:** IDC's [Quick References for IDEA Part B Data](#) contains information about federal data systems.

Data Collection Protocol—LEA Landscape

Data Submission to State Education Agency: Describe how the LEA submits data to the state. Include descriptions of any processes that staff must perform to upload LEA data to the state system.

Student ID Assignment: Describe how the system(s) generates student IDs. Include procedures for resolving student ID problems, such as multiple IDs assigned to one student or one ID assigned to multiple students.

LEA Terms and Definitions: Document definitions of key terms used in your LEA. These may be LEA-specific acronyms, LEA- and state-defined terms, or any terms that may be unfamiliar to new staff members.²

Training and Professional Development: Indicate the location of handbook or guidelines. Describe in detail staff training for data use. Include information about ongoing professional development for LEA administrators and staff, site administrators and staff, and teachers and certified staff.

Data Governance: Describe the process for reviewing potential or actual future changes to the data collection and associated requirements. Include timelines and communication plans.

Data Privacy and Confidentiality: Describe or link to documented FERPA compliant policies, information about training staff, and procedures for monitoring compliance with procedures to safeguard privacy and confidentiality of data.

Other Considerations: Describe how the data team members communicate with each other, including frequency of meetings.

² **LEA Terms and Definitions** - Attach the state and LEA acronym and abbreviations list.

Data Collection Protocol—LEA Landscape

Stewardship and Maintenance of Data Processes Protocols: Include the person(s) responsible for storing and maintaining completed process documentation. Describe where the protocols are stored and the schedule for revisiting and revision.

Blank Heading: Use this row for additional topics. Create new heading rows as needed.



Fort Worth, TX
March 3-4, 2020

Nashville, TN
March 31-April 1, 2020

#ii20

DISCUSSION QUESTIONS FOR

Improving Local Data One District at a Time: An Introduction to IDC's New LEA Data Processes Toolkit

1. <i>How will doing the LEA data processes work be different from doing the SEA data processes work?</i>	2. <i>What are some potential challenges for the LEA work?</i>
3. <i>What are some suggested solutions to the challenges identified during the last discussion?</i>	4. <i>What are the next steps you can take to get underway with the LEA data processes documentation work in your state? To whom do you need to talk or with whom do you need to work to get this work started?</i>

Introduction



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data



Why an LEA Data Processes Toolkit?

There is a continuous need for state education agencies (SEA) and local education agencies (LEA) to collect and report comprehensive, high-quality data and ensure data are reported accurately and in a timely fashion. The customizable IDC *LEA Data Processes Toolkit* is a new instrument that can improve decision-making about children and youth with disabilities by ensuring data are of high quality and processes are clearly defined and documented, while also providing data staff a map for documenting data processes within local districts.

Benefits to using the LEA Data Processes Toolkit

High-quality state data is dependent on high-quality local data. Using this toolkit to create protocols for local data collections will provide opportunities for states to collaborate with LEAs in establishing a well-managed process for data collection, analysis, and reporting. In addition, the toolkit can be used to create and maintain a culture of high-quality data, establish and support consistent practices that produce valid and reliable data, and build the capacity of data staff at the LEA level.

Establishing a well-managed process will

- Increase the accuracy and validity of the data from the LEA;
- Ensure required submissions are completed on time at the LEA level;
- Assist in larger conversations regarding the importance of collecting, reporting, analyzing, and using high-quality data; and
- Enhance communications among staff within an LEA.

How to complete these protocols

IDC strongly recommends a team approach and a collaboration between state and LEA staff to complete the protocols. Here are some suggested staff, if available, to help complete these protocols.

- LEA director of special education
- LEA data managers (special education and general education)
- LEA data governance coordinator
- IT staff
- Other data staff (e.g. assessment)
- Other local staff as appropriate

Documentation of local data processes requires dedicated effort and commitment to designate time to complete. IDC has specialized Technical Assistance (TA) providers available who can facilitate the process with your state.