

# The Assessment Data Journey

## ARE WE THERE YET?

Assessment data follow a long and complicated road that begins when a student is registered as a test taker in a state assessment system and ends with meeting the *Individuals with Disabilities Education Act* public reporting requirements as Part B Indicator 3 in the State Performance Plan/Annual Performance Report (SPP/APR), in Section 618, and for meeting reporting requirements for the *Every Student Succeeds Act*.

Part B data managers often report that their general education and assessment colleagues may not appreciate the importance of submitting timely, accurate, and complete data for Part B Indicator 3 by the December submission date. Given that Part B Indicator 3 data collection requires involvement from multiple actors (e.g., special education staff, assessment staff, ED*Facts* coordinator and submitter, assessment vendors), it is critical that everyone has a clear understanding of the process by which the state collects, validates, submits, and reports data for Part B Indicator 3.

Visit the IDC website for the [Interactive Infographic](#) that shows the rollover function highlighted below. To start the conversation about assessment data, IDC has developed a [Dialogue Guide](#) to accompany this infographic. There is also a [PowerPoint](#) version about the Assessment Journey.

**Follow along the Part B Indicator 3 roadway for general information about this process for a typical state and hover over the road signs for more insights about**



junctions where building additional understanding of key terms, expectations, and processes may be helpful for all relevant parties;



crucial points where the special education process differs from that of general education;



instances where possible challenges or miscommunications may arise; and



opportunities for staff across divisions to collaborate to ensure timely, accurate, and complete submission of data.

START

### Preparation of Data Files for Assessment Administration

The state creates or updates a student registration file capturing "point-in-time" information (demographics, etc.) about all students. School systems regularly review student registration files to check the accuracy of the data, add new students, and remove students who exit the system.

Accuracy of student data is paramount, as the information in the registration file is used to identify students to be included in specific reporting categories for federal programs.

Many students participate in general statewide assessments in reading and mathematics, generally in grades 3 through 8 and once in high school.

Eligible students with significant cognitive disabilities participate in the statewide alternate assessment in reading and mathematics, generally in grades 3 through 8 and once in high school.

### Administration of Assessment

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### Validation of Assessment Data

The assessment vendor scores, cleans, and validates assessment data. Schools and districts receive preliminary assessment files for review during an appeals process and communicate any concerns to the state.

Accuracy of these data is critical because the U.S. Department of Education uses them to pre-populate Indicator 3 in the SPP/APR.

The Part B data manager, in collaboration with the ED Facts coordinator, conducts data validation checks and signs off on data as finalized.

SHARE THE ROAD

It is important that everyone at the state education agency, including the Part B data manager, ED Facts coordinator, and assessment staff, is aware of any concerns raised by school systems.

States submit assessment annually in December through the ED Facts Submission System (ESS).

### ED Facts Federal Data Submission

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ESS is an electronic system states use to submit a core set of key PreK-12 performance data.

The ED Facts submitter prepares the ESS file based on data from the Part B data manager and uploads the assessment files into the ESS.

SHARE THE ROAD

Relevant staff (e.g., the Office of Assessment, ED Facts coordinator, Part B data manager) should work together to address any inconsistencies. All emails related to the ED Facts submission should copy relevant staff.

The assessment director confirms that the ED Facts Metadata and Process System (EMAPS) Assessment Metadata Survey responses were reviewed by the ED Facts coordinator.

If metadata responses do not align with reported ED Facts data, Office of Special Education Programs (OSEP) considers the data submission as incomplete in their evaluation of the data quality for IDEA accountability.

State special education staff may need to collaborate with staff from other divisions (e.g., assessment, ED Facts coordinator) to address issues noted during clarification period.

OSEP reviews each indicator in the SPP/APR and offers feedback and an opportunity to clarify or correct the information (typically in April).

SHARE THE ROAD



States can resubmit data after the December deadline, but OSEP considers this deadline to be firm for the purposes of timeliness, accuracy, and completeness. These are elements of a state's compliance matrix and may impact a state's annual OSEP Determination under Section 616(d) of IDEA.

### SPP/APR Submission

By February 1st, each state and territory submits its SPP/APR, reporting its implementation of IDEA Part B and describing its performance in meeting its SPP targets.

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OSEP uses the Results Driven Accountability (RDA) Matrix to make annual determinations. The RDA Matrix consists of a Compliance Matrix and a Results Matrix.

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OSEP evaluates and makes an annual determination for each state and territory under Section 616(d) of IDEA (typically in June).

Many of the ED Facts data files pre-populate the IDEA Part B SPP/APR. States submit their SPP/APR electronically through the APR Tool built on the ED Facts EMAPS platform.

### Public Reporting

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See IDEA Data Center website resources for IDEA public reporting requirements, such as the [SEA Data Processes Toolkit](#).

States make their SPP/APR publicly available within 120 days of initial submission to OSEP.

FINISH