

**B20 Rubric Discussion and
IDEA 618 Part B Common Data Errors
For February Collections**

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January 12, 2011



Overview

- Guidelines for reporting zero counts at SEA level
- Guidelines for reporting categories not used by states at SEA level
- Reporting to *EDFacts*
- Common data concerns
- Part B examples and solutions
- Questions and answers

Overview (cont.)

- B20 rubric discussion
- Questions and answers

Reporting Zero Counts at the SEA level

- States must clearly distinguish data to be reported as a zero count.
- States should report zero if they use a category to classify children with disabilities (IDEA), counted the children in the category, and found there were no children to report in that category for the given reporting period.
- Further explanation may be required for clarity.

Reporting “Missing” Counts

- States must clearly distinguish categories that should be classified as “Missing.”
 - Missing indicates that the state has data for a given category, but cannot quantify the data at this time.
- There are 2 types of “Missing” files.
 - Used when an entire category or category set is missing
 - Used when a specific count is missing

Reporting Categories Not Used by the State

- Data Not Reported
 - States should not submit data when they do not intend to collect or report these data because they are not applicable for the state.
- SSS-IDEA Metadata Survey Responses should align to data file submitted to *EDFacts*.
 - DAC will follow up with state for Data Notes.

Why so important?

- Distinguishing among the zeros, missing counts, and not applicable reporting categories helps data users understand the differences within and among states.
 - Allows data users to determine which states do not permit or use certain reporting categories (e.g., developmental delay)

Why so important? (cont.)

- Allows ED to be more confident in the data quality.
 - DAC can review the data, ask for clarity on these issues, and help provide a resolution.
 - In some cases it is determined:
 - a state was not collecting/ reporting the data correctly;
 - a state was not collecting/ reporting required data.

Why so important? (cont.)

- Helps identify measurement issues within states
 - Examples
 - States not reporting LEP students in US < 12 months whose English Language Proficiency (ELP) test replaced Regular Reading Assessment

Reporting to *EDFacts*

***EDFacts*: Reporting Zeros**

- Zeros = a zero count
 - Enter a “0” in both *EDFacts* and DANS
 - Only required for SEA-level data

EDFacts: Reporting “Missing” Counts

- “Missing” counts = the state has data for a given category, but cannot quantify the data at this time.
 - DANS - Reported as “-9” in the DTS

EDFacts: Reporting “Missing” Counts (cont.)

- Reported as two types of “Missing” in *EDFacts*
 - The word is used (‘MISSING’) when a state reports a missing category or category set/ data element.
 - ‘-1’ is used when a state reports a missing count.

***EDFacts*: Reporting Categories Not Collected by the State**

- Categories Not Collected by the State = the state does not permit or use that data category or combination of data categories (reflected in *EMAPS* SSS-IDEA Metadata).
 - *EDFacts* – States should not include that category set when it's not applicable for the state.
 - DANS – Report as “-9” in the DTS

Common Data Considerations

Child Count (Table 1)

- Properly code and explain if any of the listed disability categories are not used by your state for any age groups.

EMAPS SSS Survey – Child Count

Child Count	
Disability Categories Used by your state	
Category	Used?
Autism	Yes
Deaf-Blindness	Yes
Developmental Delay	Yes
Emotional Disturbance	Yes
Hearing Impairment	Yes
Mental Retardation	Yes
Multiple Disabilities	No
Orthopedic Impairment	Yes
Specific Learning Disability	Yes
Speech or Language Impairment	Yes
Traumatic Brain Injury	Yes
Visual Impairment	Yes
Other Health Impairment	Yes



Child Count Data File Submission to ESS

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1,XX,01,, ,IDEADISAB, ,AM,F, , , , ,AUT, , , , ,N, ,21
2,XX,01,, ,IDEADISAB, ,AM,F, , , , ,DB, , , , ,N, ,0
3,XX,01,, ,IDEADISAB, ,AM,F, , , , ,DD, , , , ,N, ,1
4,XX,01,, ,IDEADISAB, ,AM,F, , , , ,EMN, , , , ,N, ,168
5,XX,01,, ,IDEADISAB, ,AM,F, , , , ,HI, , , , ,N, ,10
6,XX,01,, ,IDEADISAB, ,AM,F, , , , ,MR, , , , ,N, ,71
7,XX,01,, ,IDEADISAB, ,AM,F, , , , ,OI, , , , ,N, ,5
8,XX,01,, ,IDEADISAB, ,AM,F, , , , ,SLD, , , , ,N, ,318
9,XX,01,, ,IDEADISAB, ,AM,F, , , , ,SLI, , , , ,N, ,169
10,XX,01,, ,IDEADISAB, ,AM,F, , , , ,TBI, , , , ,N, ,0
11,XX,01,, ,IDEADISAB, ,AM,F, , , , ,VI, , , , ,N, ,0
12,XX,01,, ,IDEADISAB, ,AM,F, , , , ,OHI, , , , ,N, ,88
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AUT - Autism

DB - Deaf-blindness

DD - Developmental delay

EMN - Emotional disturbance

HI - Hearing impairment

MR - Mental retardation

MD - Multiple disabilities

OI - Orthopedic impairment

SLD - Specific learning disability

SLI - Speech or language
impairment

TBI - Traumatic brain injury

VI - Visual impairment

OHI - Other health impairment

MISSING

ED*Facts* OSEP Child Count Reports (pre-fill reports)

Subtitle: These data come from File Spec X/N002: Children with Disabilities (IDEA) School Age. This is Data Group 74, Subtotal 3: Disability Category (IDEA).

Percentage of children with disabilities (IDEA), for ages 6 through 21: SY 2009-2010

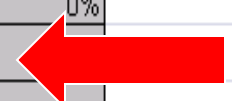
Disability Category ¹	Percentage ²
Mental retardation	8.78%
Hearing impairment	1.36%
Speech or language impairment	20.11%
Visual impairment	0.37%
Emotional disturbance	12.40%
Orthopedic impairment	0.81%
Other health impairment	15.21%
Specific learning disability	34.20%
Deaf-blindness	0.01%
Multiple disabilities	
Autism	6.34%
Traumatic brain injury	0.35%
Developmental delay	0.05%
Total	100.00%



DANS Child Count Report

SECTION B. DISCRETE AGE BY DISABILITY FOR CHILDREN AGES 3-5 RECEIVING SPECIAL EDUCATION

DISABILITY	AGE AS OF DATA COLLECTION DATE					3-5 (PERCENT) ¹	COMPUTED TOTALS
	3	4	5	3-5			
MENTAL RETARDATION	46	50	106	202	1%	202	
HEARING IMPAIRMENTS	56	60	69	185	1%	185	
SPEECH OR LANGUAGE IMPAIRMENTS	2312	3549	4466	10327	66%	10327	
VISUAL IMPAIRMENTS	19	23	23	65	0%	65	
EMOTIONAL DISTURBANCE	14	44	110	168	1%	168	
ORTHOPEDIC IMPAIRMENTS	42	50	72	164	1%	164	
OTHER HEALTH IMPAIRMENTS	163	188	326	677	4%	677	
SPECIFIC LEARNING DISABILITIES	4	8	18	30	0%	30	
DEAF-BLINDNESS	0	0	1	1	0%	1	
MULTIPLE DISABILITIES	-9	-9	-9	-9	0%	0	
AUTISM	163	223	331	717	5%	717	
TRAUMATIC BRAIN INJURY	13	8	16	37	0%	37	
DEVELOPMENTAL DELAY ²	768	1159	1229	3156	20%	3156	
TOTAL: (Sum of all of the above)	3600	5362	6767	15729	100%	15729	



Educational Environments Common Data Considerations

- Properly code and explain if any of the listed Educational Environment categories are not used by the state for any age groups.
- New reporting categories for educational environments for 3- to 5-year-olds for SY 2010-11.

Revisions to the Data Collection

SEAs report children attending:

<u>2009</u>		<u>2010</u>
Regular EC program	→	unchanged
by proportion of time	→	by hrs/week
.....	→	by location receiving majority of SpecEd services
SpecEd Program	→	unchanged
Home	→	unchanged
Service Provider Location	→	unchanged

Implementation During System Transition (SY 2010-11 Only)

- Permitted values for children who are in regular early childhood programs used by states who are unable to report the setting where the child receives the majority of hours of special education and related services, for SY 2010-11 only:
 - Children attending a regular early childhood program

EMAPS for Educational Environments

Early Childhood Environments for Children with Disabilities (IDEA)

Educational environments that are allowed by your state.

Environment	Permitted?
Regular Early Childhood Program	Permitted
Separate Class	Permitted
Separate School	Permitted
Residential Facility	Permitted
Home	Permitted
Service Provider Location	Permitted

Educational Environment File Submission to ESS

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1,XX,01,,,CHWDSBERLCHD,,,3,,AUT,,,,,REC80,N,,53  
2,XX,01,,,CHWDSBERLCHD,,,3,,AUT,,,,,REC79TO40,N,,4  
3,XX,01,,,CHWDSBERLCHD,,,3,,AUT,,,,,REC39,N,,4  
4,XX,01,,,CHWDSBERLCHD,,,3,,AUT,,,,,SC,N,,0 ←  
5,XX,01,,,CHWDSBERLCHD,,,3,,AUT,,,,,SS,N,,2  
6,XX,01,,,CHWDSBERLCHD,,,3,,AUT,,,,,RF,N,,0 ←  
7,XX,01,,,CHWDSBERLCHD,,,3,,AUT,,,,,H,N,,9  
8,XX,01,,,CHWDSBERLCHD,,,3,,AUT,,,,,SPL,N,,5
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REC80 – In regular EC program at least 80% of the time

REC79TO40 – In regular EC program 40% through 79% of the time

REC39 – In regular EC program less than 40% of the time

SC – Separate Class

SS – Separate School

RF – Residential Facility

H – Home

SPL – Service Provider Location

MISSING

EDFacts OSEP Educational Environments Reports (pre-fill reports)

Subtitle: This is data group 613, Category Set A: Children with Disabilities (IDEA) Early Childhood, Subtotal 2: Age (Early Childhood), Subtotal 6: Educational Environment (IDEA) EC, and Grand Total.

Early Educational Environment/Age	3	4	5	Total	Percentage
In regular EC program at least 80% of the time	2,259	4,006	4,604	10,869	74.03%
In regular EC program 40% through 79% of the time	206	305	396	907	6.18%
In regular EC program less than 40% of the time	180	352	517	1,049	7.15%
Separate Class	0	0	0	0	0.00%
Separate School	41	44	43	128	0.87%
Residential Facility	0	0	0	0	0.00%
Home	507	444	177	1,128	7.68%
Service Provider Location	265	243	92	600	4.09%
Total	3,458	5,394	5,829	14,681	100.00%



Source: U.S. Department of Education, EDFacts (SY2009-2010)

DANS Educational Environments Report

SECTION A: DISCRETE AGE OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT								
EDUCATIONAL ENVIRONMENT:		AGE				COMPUTED TOTALS		
		3	4	5	TOTAL			
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF THE TIME	2259	4006	4604	10869	10869		
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF THE TIME	206	305	396	907	907		
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF THE TIME	180	352	517	1049	1049		
(B) CHILDREN NOT ATTENDING REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS	0	0	0	0		
		(B2) SEPARATE SCHOOL	41	44	43	128	128	
		(B3) RESIDENTIAL FACILITY	0	0	0	0	0	
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME	507	444	177	1128	1128	
		(B5) SERVICE PROVIDER LOCATION	265	243	92	600	600	
(C) TOTAL (OF ROW A1-B5)		3458	5394	5829	14681	14681		
ED FORM: 869-4								
COMPUTED TOTALS		3458	5394	5829	14681			

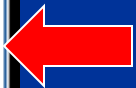
Assessment Common Data Considerations

- Properly code and explain non-participation categories.
- Pay careful attention to report of scores counted as proficient under AYP caps.
- If the state is reporting 0 LEP students in US <12 months who took ELP in place of regular assessment, explain how the state is assessing these students and reporting their performance under AYP and for IDEA reporting purposes.

Assessment Data File Submission to ESS

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1,XX,01,,,CWDSBPARTASS,03,,,,RLA,,ALTASSALTACH,,,N,,336  
18,XX,01,,,CWDSBPARTASS,03,,,,RLA,,REGASSWACC,,,N,,6816  
35,XX,01,,,CWDSBPARTASS,03,,,,RLA,,REGASSWOACC,,,N,,1963  
52,XX,01,,,CWDSBPARTASS,,,,,RLA,,,,,Y,,57161
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REGASSWOACC – Regular assessments based on grade-level achievement standards without accommodations.
REGASSWACC – Regular assessments based on grade-level achievement standards with accommodations.
ALTASSGRADELVL – Alternate assessments based on grade-level achievement standards.
ALTASSMODACH – Alternate assessments based on modified achievement standards.
ALTASSALTACH – Alternate assessments based on alternate achievement standards.
ENGPROFTEST – English language proficiency assessment (valid for reading/language arts only)
MISSING

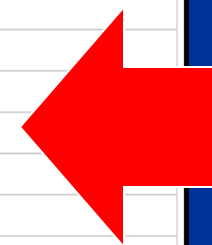


EDFacts OSEP Assessment Reports (pre-fill reports)

Subtitle: Students with Disabilities who Took Regular (General) Reading Assessment based on Grade Level Academic Achievement Standards. Data in this chart come from: 1) File Spec N/X093: Children with Disabilities (IDEA) - Participation Assessment, Data Group #618: Children with Disabilities (IDEA) Participation Assessment Table, Category Set A.

EDFacts data posted as of: 12/22/10 8:38 AM

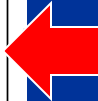
Students with Disabilities who Took Regular (General) Reading Assessment based on Grade Level Academic Achievement Standards			
Grade Level	Total (3)	Subset (of 3) who Took the Assessment with Accommodations (3A)	LEP Students in US < 12 Months whose English Proficiency Test Replaced Regular Reading Assessment (3B)
3	8,779	6,816	
4	9,276	7,332	
5	8,819	6,957	
6	8,614	6,776	
7	8,846	6,796	
8	7,291	5,465	
High School	3,472	2,818	



Source: U.S. Department of Education, EDFacts (SY2008-2009)

DANS Assessment Report

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT				
STUDENTS WITH DISABILITIES WHO PARTICIPATED IN REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS				
GRADE LEVEL		TOTAL (3)	SUBSET (OF 3) WHO PARTICIPATED IN THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH LANGUAGE PROFICIENCY (ELP) TEST REPLACED REGULAR READING ASSESSMENT (3B)
3		8779	6816	-9
4		9276	7332	-9
5		8819	6957	-9
6		8614	6776	-9
7		8846	6796	-9
8		7291	5465	-9
HIGH SCHOOL (SPECIFY GRADE:)	11	3472	2818	-9



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