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| **LEA Name:** |  |
| **Date:**  |  |
| **Date Updated:** |  |

## Essential Elements

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| Data Collection Name:[[1]](#footnote-2) 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.  |
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| **Assessment Testing Window Dates and Data Definitions/Descriptions** |
| **Testing Window Dates:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**General Assessment:** Describe or list the grade-level assessment(s) the LEA gives to all students.**General Assessment With Accommodations:** (1) A state (or, in the case of a districtwide assessment, an LEA) must develop guidelines for the provision of appropriate accommodations. (2) The state’s (or, in the case of a districtwide assessment, the LEA’s) guidelines must—(i) Identify only those accommodations for each assessment that do not invalidate the score; and(ii) Instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.**Alternate Assessment:** (1) If a state has adopted alternate academic achievement standards for children with disabilities who are students with the most significant cognitive disabilities as permitted in Section 1111(b)(1)(E) of the ESEA, the state (or, in the case of a districtwide assessment, an LEA) must develop and implement alternate assessments and guidelines for the participation in alternate assessments of those children with disabilities who cannot participate in regular assessments, even with accommodations, as indicated in their respective IEPs, as provided in paragraph (a) of this section.(2) For assessing the academic progress of students with disabilities under Title I of the ESEA, the alternate assessments and guidelines in paragraph (c)(1) of this section must provide for alternate assessments that—(i) Are aligned with the state’s challenging academic content standards and challenging student academic achievement standards;(ii) If the state has adopted alternate academic achievement standards permitted in 34 CFR 200.1(d), measure the achievement of children with the most significant cognitive disabilities against those standards; and(iii) Except as provided in paragraph (c)(2)(ii) of this section, a state’s alternate assessments, if any, must measure the achievement of children with disabilities against the state’s grade-level academic achievement standards, consistent with 34 CFR 200.6(a)(2)(ii)(A). |
| Data Staff:[[2]](#footnote-3) 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, assessment coordinator). |
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| Data Collection Elements and Levels: These are the data collection elements and 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 LEA level
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| LEA 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. |
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## Processes

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| Collection: Provide detailed information about how the LEA pulls data from the database, how schools submit data to the LEA, etc., including the titles of persons responsible. |
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| Data Validation:[[3]](#footnote-4) Describe the data cleaning processes the LEA uses to prepare these data for submission.  |
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| **Internal Approval Process:** Describe any internal approval processes (e.g., who must sign off and timelines). |
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| **Submission:[[4]](#footnote-5)** Describe the process for generating and submitting the data to the SEA. |
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| Responding to State Request for Information About Discrepancies in Data: Describe how the LEA responds to the SEA’s requests for information about inconsistent or incomplete data submissions. Identify the position of the lead contact for handling this request and describe how the request is communicated to the school level. Include information regarding the timeline for responding. |
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| Data Analysis:[[5]](#footnote-6) Describe the process for data analysis.  |
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| 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). Describe how the LEA engages with the schools to help them utilize data for school improvement. |
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| Data Governance: Describe the process for reviewing potential or actual future changes to the data collection and associated requirements.  |
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| Blank Heading: Use this row for additional topics. Create new heading rows as needed. |
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1. **Data Collection Name:** This template is customizable and users should update it to reflect the language used within the state. Local education agencies may be referred to as LEAs, districts, etc. [↑](#footnote-ref-2)
2. **Data Staff:** When reviewing processes and procedures for Assessment data collection and submission, include all departments associated with this collection. This often includes data, assessment, and special education personnel. [↑](#footnote-ref-3)
3. **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. [↑](#footnote-ref-4)
4. **Submission:** Describe where and how the LEA stores or accesses a copy of the Assessment file(s) for future reference. [↑](#footnote-ref-5)
5. Data Analysis: Review data year to year, looking for patterns districtwide and within schools, outliers, and information about whether targets are met or not met. [↑](#footnote-ref-6)