## Essential Elements

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| Data Collection Name: Reference the name the collection is known by in the SEA. For accuracy of communication throughout the SEA, reference each data collection by only one name. |
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| Associated ED*Facts* File Numbers |
| Students with disabilities are included as a subgroup within the all students files listed below.   * FS175 — Academic Achievement in Mathematics * FS178 — Academic Achievement in Reading (Language Arts) * FS185 — Assessment Participation in Mathematics * FS188 — Assessment Participation in Reading/Language Arts |
| Data Stewards:[[1]](#footnote-2) Provide titles and names, contact information, department, and any notes on persons responsible for data collection, validation, and submission. If there are multiple parties responsible for or involved in the process, list them all (e.g., Part B data manager, ED*Facts* coordinator). |
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| Data Collection Levels: These are the levels at which the SEA collects and reports the data. |
| * Student and aggregate levels * Student demographics (race/ethnicity, gender, disability, English learner status, socio economic status, migrant status, homelessness) * Grade and performance level * Assessment type * School, local education agency (LEA), and SEA levels * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Federal Reporting Period and Submission Dates: The reporting period (i.e., snapshot of a particular day or a period of time such as school year) as OSEP defines it and final due date. |
| **Reporting Period:** Indicate the period for the applicable testing window within the reporting year.  **Due Date:** Due annually with the Consolidated State Performance Report (CSPR) Part I. |
| State Collection and Submission Schedule: Provide a list of dates when the data collection period opens, when data are due to the SEA from the LEA, and when the SEA pulls the data after the collection closes. |
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## Processes

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| Collection: Provide detailed information about how LEAs submit data to the state, how the SEA pulls the data from the database, and other details about the collection process. |
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| Assessment Metadata Survey:[[2]](#footnote-3) Verify that data are consistent with responses in the Assessment Metadata Survey. |
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| Data Validation:[[3]](#footnote-4) Describe the data cleaning processes the SEA 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 process for generating and submitting each ED*Facts* file. |
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| Response to OSEP Data Quality Report:[[5]](#footnote-6) Describe the procedures for reviewing OSEP feedback and submitting a data note or resubmitting data files. |
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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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| **Public Reporting:** Describe the process and location for posting state-level data for public reporting. |
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1. **Data Stewards:** The SEAmay collect all or most statewide assessment data for the students with disabilities (IDEA) subgroup outside of the SEA’s special education department. When reviewing processes/procedures for assessment data collection and reporting, be sure to include all departments associated with this collection. This often includes ED*Facts*, assessment staff, and special education personnel. [↑](#footnote-ref-2)
2. **Assessment Metadata Survey:** The E*MAPS* Assessment Metadata Survey collects metadata related to the assessment files to assist the U.S. Department of Education (Department) in reviewing the data for accuracy. [↑](#footnote-ref-3)
3. **Data Validation:**

   * Confirm that the assessment office for the state will review, verify, and validate assessment data for all students, including students with disabilities. Work with the assessment data steward to review the data validation and cleaning processes for the students with disabilities (IDEA) subgroup.
   * Work with the assessment data steward to ensure that the responses pertaining to the assessment of students with disabilities (IDEA) in the E*MAPS* Assessment Metadata Survey are correct and up to date.
   * To reduce or eliminate errors and subsequent followup, consult with both assessment and ED*Facts* staff early to report accurate assessment data and metadata. When needed, document procedures to address and remedy data quality issues when the Department comments on them in the data quality reports.

   [↑](#footnote-ref-4)
4. **Submission:** Describe where and how the SEA can access a copy of the submitted ED*Facts* file for future reference. [↑](#footnote-ref-5)
5. **Response to OSEP Data Quality Report:** OSEP reviews IDEA data submissions for timeliness, completeness, and accuracy and provides feedback via MAX. Following collection due dates, OSEP posts a data quality report to each SEA’s individual MAX webpage. SEAs then review the data quality report and respond as necessary (e.g., submit data notes, resubmit data). [↑](#footnote-ref-6)