## 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 Number** |
| * FS009 — Children with Disabilities (IDEA) Exiting Special Education |
| **Data Stewards:** Provide titles and names, contact information, department, and any notes on persons responsible for data collections, 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. |
| * Individual, student, and aggregate levels * By student demographics (race/ethnicity, gender, disability, age, and English learner status) * By basis of exiting * Of exiters during the covered period (July 1 through June 30) who began the year in special education * At the district and state agency levels (based on the boundaries of the counting entity) * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Federal Reporting Period and Submission Dates:** The reporting period as OSEP defines it (i.e., snapshot of a particular day or a period of time such as school year) and final due date. |
| **Reporting Period:** July 1 through June 30.  **Due Date:** Due annually on the first Wednesday of November. |
| **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. |
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| **IDEA SSS Considerations:[[1]](#footnote-1)** Verify that data are consistent with responses in IDEA SSS. Describe SEA definitions for relevant IDEA SSS questions. |
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| **Data Validation:[[2]](#footnote-2)** 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:[[3]](#footnote-3)** Describe process for generating and submitting each ED*Facts* file. |
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| **Response to OSEP Data Quality Report:[[4]](#footnote-4)** 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. **IDEA SSS Considerations:** TheIDEA State Supplemental Survey (IDEA SSS) collects metadata related to the IDEA 618 data collections to assist OSEP in reviewing the data for accuracy. OSEP collects the IDEA SSS annually via E*MAPS* prior to the Child Count and Educational Environments data submission. [↑](#footnote-ref-1)
2. **Data Validation:**

   * At the SEA level, 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 LEA in the state), that the LEA captured the basis (reason) of exiting special education, and that the student’s demographic data (disability, age, race, gender, grade, LEP status) are correct.
   * At the SEA level, confirm that the LEA submitted all expected exiting records. (Review against students counted as receiving services during the previous reporting period.)
   * Review and correct, or have LEAs 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).
   * The SEA report total may not equal the sum total of the LEAs’ exiters. For example, a student exiting special education by moving from one LEA may still be enrolled in special education in a receiving LEA (elsewhere in the state) and, therefore, not be reported as exiting special education on the SEA-level report.
   * Clarify (and disseminate) SEA business rules in concert with file specifications regarding
     + Regular high school diploma
     + Certificate
     + GED
     + Reached maximum age

   [↑](#footnote-ref-2)
3. **Submission:** Describe where and how the SEA can access a copy of the submitted ED*Facts* file for future reference. [↑](#footnote-ref-3)
4. **Response to OSEP Data Quality Repor**t: 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-4)