

Status of IDEA Data Integration Nationwide: Key Findings From the CIID Data Integration Assessment

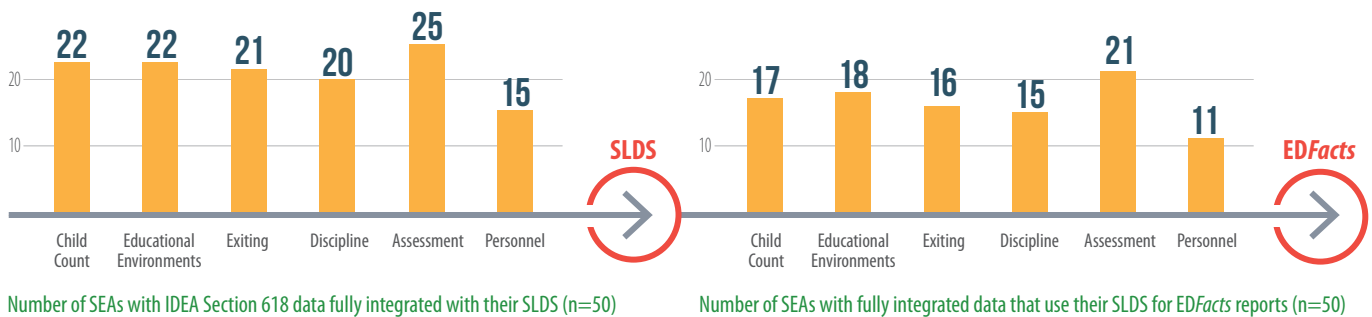
October 2015 • Author: Roberta Garrison-Mogren

The Center for Integration of IDEA Data (CIID) is an Office of Special Education Programs (OSEP)-funded technical assistance (TA) center helping state education agencies (SEAs) to integrate their Individuals with Disabilities Education Act (IDEA) data with statewide longitudinal data systems (SLDS). Data integration increases the value of education data to program administrators, policy makers, and others by permitting the seamless use of data from various programs and sectors. To understand the status of IDEA data integration and to inform technical assistance activities, CIID designed and administered a Data Integration Assessment (DIA) to 60 SEAs in spring 2015. The findings below reflect the status of IDEA Part B data integration in the 50 SEAs that completed the DIA.¹

Key Findings

Section 618 of the IDEA requires states to report a variety of data on children with disabilities to the Department of Education annually through ED Facts.² In the DIA, for each Section 618 data collection ([Child Count](#), [Educational Environments](#), [Assessment](#), [Discipline](#), [Exiting](#), and [Personnel](#)), SEAs reported the level of integration of the source data for their ED Facts reports.³ Less than 20 percent reported that all data needed for Section 618 data reporting are fully integrated with their SLDS. As shown in the figure below, personnel data were the least likely to be fully integrated (a third of responding SEAs), and assessment data were the most likely to be fully integrated (half of responding SEAs).

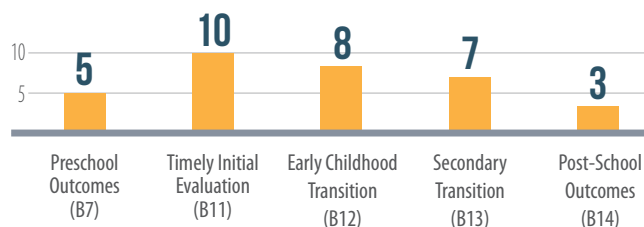
Few SEAs reported that all data needed for Section 618 data reporting are fully integrated with their SLDS. Among SEAs whose Section 618 data are fully integrated, many do not use their SLDS for ED Facts reports.



SEAs also reported how they create their Section 618 ED Facts reports.⁴ Regardless of the data collection (Child Count, Educational Environments, etc.), the majority of SEAs produce their ED Facts reports outside of their SLDS. Even among SEAs whose data are fully integrated, many do not use their SLDS for creating ED Facts reports. For example, 23 percent (5 of 22) of the SEAs with fully integrated child count data do not use their SLDS for creating the ED Facts report.

Under Section 616, IDEA also requires SEAs to report, through an Annual Performance Report (APR), on their performance under their state performance plan (SPP). OSEP prescribes 17 indicators of state performance. The DIA asked SEAs about

the level of integration of the data used for five of these indicators, all of which are based on student-level data not reported under Section 618 (i.e., preschool outcomes, timely initial evaluation, early childhood transition, secondary transition, and post-school outcomes.) Fewer than a third reported that the data for *any* of the five indicators are fully integrated with their SLDS.



Number of SEAs with IDEA Section 616 data fully integrated with their SLDS (n=50)

Implications for CIID TA

DIA results are informing the direction of CIID TA to ensure SEAs receive relevant resources and supports. CIID TA experts are using DIA results to initiate discussions with SEAs on intensive TA and identify focus areas for universal and targeted TA. Needs identified through the DIA include securing resources, collecting data about students outside regular school districts, aligning special education and SLDS data dictionaries, establishing common unique identifiers, developing functional data governance, and ensuring privacy and data quality. The CIID webinar series has already begun, with two webinars conducted based on DIA results. Recordings of these presentations are available on CIID's website (<https://ciidta.grads360.org/#program>). Continuing in fall 2015 and throughout the life of the project, CIID will also organize SEA working groups around needs common to multiple SEAs.

CIID is developing a free tool, *Generate*, that will automate ED*Facts* and SPP/APR indicator reporting for SEAs. *Generate* will be a locally hosted application comprising a data store based on the Common Education Data Standards (CEDS) that will hold the data and scripts from which the ED*Facts* and indicator reports can be created. CIID anticipates that this tool will help to address the needs of SEAs that have integrated their Section 618 data with their SLDS, but do not use their SLDS to generate their ED*Facts* reports, or are looking to automate or streamline that reporting. The DIA results presented in this brief suggest a strong need for the *Generate* tool.

SEAs need support with:

- securing resources
- collecting data about students outside regular school districts
- aligning special education and SLDS data dictionaries
- establishing common unique identifiers
- developing functional data governance
- ensuring privacy
- ensuring data quality

Throughout this work, CIID's focus will be improving the reporting and use of IDEA data and, ultimately, educational outcomes for students with disabilities.

Endnotes

¹This brief focuses on Part B data about school-age children with disabilities. The DIA had a response rate of 82 percent (50 of 60 SEAs). The 60 SEAs are in the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, 4 [outlying areas](#), 3 [freely associated states](#), and the Bureau of Indian Education (BIE).

²ED*Facts* is the Department's centralized collection of aggregated data from state education agencies (SEAs) at the SEA, local education agency (LEA), and school levels. Beginning with the 2009-10 school year, 34 CFR Part 76 requires SEAs to use ED*Facts* to report their Section 618 data.

³SEAs could choose from the following response options: (1) fully integrated, (2) partially integrated, (3) not integrated but plans or interest to integrate, and (4) not integrated and no plans to integrate.

⁴SEAs could choose from the following response options: (1) directly generated from the SLDS, (2) data pulled from the SLDS but processed outside the SLDS, and (3) generated outside the SLDS. Options (1) and (2) counted as using the SLDS to generate ED*Facts* reports.



Contact Us: By email at CIIDTA@aemcorp.com. Visit the CIID website for more information at CIIDTA.org

This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H373M140001. Amanda Hoffman and Meredith Miceli serve as the project officers. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred.