IDEA Part B Data Manager Competencies

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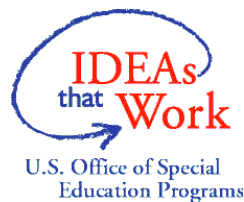
Individuals with Disabilities Education Act (IDEA) Part B Data Manager Competencies

The *IDEA Part B Data Manager Competencies* reflect the foundational knowledge and skills necessary for typical data manager roles and responsibilities. While the Part B data manager role is not the same in every state or territory, the competencies capture the principles for effective management, support, and use of high-quality IDEA Part B data.

Each competency falls under one of three overarching categories: **content knowledge and skills**, **technical knowledge and skills**, and **interpersonal skills.** Content knowledge and skills competencies relate to special education terminology, software terminology, and special education data and reporting requirements. Technical knowledge and skills competencies relate to use of software programs and applications, data analysis, and data visualization. Interpersonal skills competencies relate to communication and training, collaboration, and leadership.

Recognizing the diversity in experience of data managers, this tool outlines two proficiency levels for each competency.

- **Proficiency level one (L1):** data managers who are newer to their role and/or have a more limited scope of work

- **Proficiency level two (L2):** more experienced data managers and/or those with broader and more expansive responsibilities

For any given competency, there is an assumption that a data manager who has attained the knowledge and skills at the L2 proficiency level has attained the knowledge and skills of a data manager at the L1 proficiency level. However, there is no expectation that data managers should attain all L1 and L2 skills and expertise for each competency; each data manager's role is unique and may not encompass all elements reflected in the two competency levels.

Competency	Level one (L1)	Level two (L2)
Definitions	Performing the role of an IDEA Part B **L1 data manager** requires a general knowledge, awareness, or understanding of the fundamentals of collection, validation, reporting, and analysis of IDEA data.	Performing the role of an IDEA Part B **L2 data manager** requires the same foundational knowledge and skills of an L1 data manager, in addition to - applying technical expertise routinely in practice; - having greater perspective of how the data manager role fits into the state education agency (SEA) as a whole; - having an advanced understanding of how the IDEA data produce an informed picture of both the local education agencies (LEAs) and the SEA.

Competency	Level one (L1)	Level two (L2)
Content knowledge and skills		
IDEA Part B data manager role and responsibilities	The **L1 data manager** • knows the principles of high-quality data; • knows IDEA Part B Section 618 data collections (e.g., Child Count and Educational Environments, Exiting, Personnel, Discipline); • knows IDEA Part B Section 616 data, including the data captured in the State Performance Plan (SPP) and Annual Performance Report (APR) indicators; • knows the IDEA equity requirements for disproportionate representation, significant discrepancy, and significant disproportionality; • knows requirements, data standards, and data definitions for all IDEA Part B data collection and reports; • understands the significance of timely submissions of data, including understanding of the time frame necessary to collect, validate, and ensure accuracy of data for submission; • knows the role IDEA data and reports play in monitoring LEAs; • knows the information security requirements related to student-specific confidential data; • knows of the *Family Educational Rights and Privacy Act* (FERPA) and the *Health Insurance Portability and Accountability Act* (HIPAA); • is aware of Section 508-compliance requirements for accessibility of content.	The **L2 data manager** • applies the principles of high-quality data; • incorporates the data requirements for IDEA Part B data collections and reports into a large-scale data collection system; • modifies data systems to manage, validate, and verify data while simultaneously recognizing the impact that data changes in one collection or report may have on other collections or reports and/or established reporting functionality; • develops and provides data in a variety of formats to address data needs of internal or external users who may request information; • anticipates users' data and/or data use needs and interprets data and results for internal and external users; • provides data and explanations of the data for use in various SPP/APR indicators; • serves as a subject-matter expert for use of IDEA data at the agency level; • utilizes and shares IDEA data and reports to support monitoring of LEAs; • adheres to and provides guidance around information security requirements and protection of confidential data; • ensures all data communications, reports, and other data-specific state resources are compliant with FERPA and HIPAA regulations; • ensures that data communications, reports, training materials, and other state resources meet Section 508-compliance requirements, as needed.

Competency	Level one (L1)	Level two (L2)
Content knowledge and skills		
Software terminology	The **L1 data manager** • knows and uses technical names, measurements, and terms referenced in both IDEA Part B data applications and tools used for collection, validation, analysis, and submission of data. Examples of such data applications and tools include — ED*Facts* Submission System; — ED*Facts* Metadata and Process System (E*MAPS*); — Microsoft Excel; — Microsoft Word or other word processing software; — database management system; and — local software or data systems used within the SEA or LEAs; • understands the concepts of data quality, data integration, data disaggregation, data warehousing, and data mining.	The **L2 data manager** • communicates effectively using technical data terms to educate and/or engage in conversation(s) with members of the SEA, LEAs, and the public; • applies the concepts of data quality, data integration, data disaggregation, and data mining when gathering data to inform SEA decisionmaking; • serves as a lead SEA contact for questions from LEAs or members of the public about IDEA Part B data and the software or tools used for collection, validation, and submission of IDEA data and reports.

Competency	Level one (L1)	Level two (L2)
Content knowledge and skills		

Special education terminology	The **L1 data manager**
	• knows special education terminology, including
	  — IDEA, including Part B Sections 611 and 619;
	  — State Systemic Improvement Plan (SSIP);
	  — SPP/APR indicators, including what each indicator measures;
	  — primary disability categories (federal and state categories);
	  — educational environments and least restrictive environment (LRE);
	  — related services;
	  — individualized education program (IEP);
	  — maintenance of effort (MOE);
	  — maintenance of state financial support (MFS);
	  — excess cost;
	  — dispute resolution, mediations, and hearings;
	  — significant disproportionality;
	  — coordinated early intervening services (CEIS)/comprehensive coordinated early intervening services (CCEIS);
	  — state advisory panel (SAP).
		The **L2 data manager**
		• understands concepts behind the special education terminology, the interrelationship between the terms, and how the SEA uses them in larger SEA initiatives;
		• demonstrates the ability to communicate and explain special education terminology and concepts to those outside of special education teams or programs;
		• understands intersection of terminology for IDEA Part B with other IDEA programs (e.g., Part C).

Competency	Level one (L1)	Level two (L2)
	Content knowledge and skills	

Data requirements and due dates	The **L1 data manager**
	• knows the IDEA Part B data collection and reporting requirements and their due dates, as demonstrated by timely and accurate submissions;
	• knows resources and supports to supplement knowledge of data requirements and due dates, including
	  — Office of Special Education Programs (OSEP) communications;
	  — ED*Facts* file specifications;
	  — E*MAPS* user guides;
	  — SPP/APR measurement table;
	  — Data Submission Organizer;
	  — Partner Support Center (PSC) Support Updates and email notifications;
	  — federal technical assistance centers' guidance and communications (e.g., IDEA Data Center [IDC], National Center for Systemic Improvement [NCSI], Center for IDEA Early Childhood Data Systems [DaSy], Center for IDEA Fiscal Reporting [CIFR], Center for the Integration of IDEA Data [CIID]);
	  — communications from other SEA staff;
	• is aware of public reporting requirements and timelines for publicly reporting Sections 616 and 618 data;
	• knows points of contact for data requirements and due dates questions (e.g., PSC, OSEP state lead, state liaisons for federal technical assistance centers);
	• knows points of contact within the SEA for data (e.g., assessment and accountability staff; state ED*Facts* coordinator; SPP/APR indicator chairs, if any; SSIP coordinator; data management system staff).
		The **L2 data manager**
		• understands how federal entities, such as OSEP, use IDEA Part B data collections and reports. For example, the data manager understands links between timely and accurate IDEA Part B data collection submissions and the SPP/APR determinations;
		• establishes a project plan and/or process to manage tasks and responsibilities to meet IDEA Part B data collection and reporting timelines;
		• understands linkages and connections across multiple data collections and reports (i.e., crosswalks) as well as reporting commonalities and differences;
		• explains, demonstrates value of, and answers questions about the data requirements and timelines for IDEA Part B data collections and reports;
		• understands and can clearly communicate the data elements and business rules or data processes for each report;
		• maintains documentation of all business rules and process documents for the datasets and reports;
		• knows and adheres to public reporting requirements and timelines for publicly reporting Sections 616 and 618 data.

Competency	Level one (L1)	Level two (L2)
	Technical knowledge and skills	

Software	The **L1 data manager**
	 • uses the Microsoft Office suite of programs or other software to validate, verify, and produce data; software may include
	   — Microsoft Word;
	   — Microsoft Excel;
	   — Microsoft PowerPoint;
	   — Database management software;
	   — SAS;
	   — SPSS;
	 • creates basic data tables in spreadsheet or database programs;
	 • develops or assists with development of presentations to communicate data to internal and external groups.
		The **L2 data manager**
		 • integrates data from multiple sources using various database products and spreadsheets;
		 • develops queries to merge data from multiple sources as a means to answer unique and often complicated data-related questions;
		 • modifies or manipulates data using various software programs to create reports and applies specific or varying criteria;
		 • creates more detailed data tables or datasets in spreadsheet or database programs.

Web-based applications for data submissions	The **L1 data manager**
	 • uses web-based applications for IDEA Part B data submissions, which may include
	   — ED*Facts* Reporting System (ERS);
	   — ED*Facts* Submission System (ESS);
	   — E*MAPS*;
	   — MAX.gov.
		The **L2 data manager**
		 • demonstrates proficiency in the web-based programs outlined for L1 data managers;
		 • adapts to new and emerging applications used for collection, validation, analysis, and submission of IDEA Part B data.

Competency	Level one (L1)	Level two (L2)
	Technical knowledge and skills	
Local applications for data management	The **L1 data manager** • knows about the different SEA and LEA data systems and the contact information for the different systems, which may include — SEA and/or LEA student information systems (e.g., PowerSchool, Infinite Campus, GradeLink); — data dashboards; — Statewide Longitudinal Data System (SLDS); and — SEA data warehouses; • knows how LEAs submit data to the SEA and how the data flow throughout the different data system(s); • knows of the source data system(s) for each of the IDEA Part B data collections and reports; • knows the business rules that apply to IDEA Part B data in the source data system(s); • uses Business Intelligence (BI) or data visualization tools or other reports that include IDEA Part B data.	The **L2 data manager** • demonstrates an in-depth knowledge of the SEA and LEA data systems and tools used to collect, report, and analyze data; • uses the tools available within SEA applications for more comprehensive data analysis; • determines if the business rules that the SEA and LEA apply to IDEA Part B data collections and reports within SEA and LEA data systems are working appropriately; • develops requirements for new data systems or upgrades to the existing data systems; • understands the different database structures and how data are ultimately stored in the SEA database(s); • links data systems throughout the state using student data to conduct more robust data analysis; • generates reports using BI tools, statistics software (e.g., SPSS, SAS), or database queries (i.e., structured query language [SQL]) based on the source data; • creates reports or runs queries for new areas of data analysis or creates requirements for a new report based on knowledge of the various database structures; • identifies and recommends improvements to source data systems to improve data quality.

Competency	Level one (L1)	Level two (L2)
	Technical knowledge and skills	
Data analysis	The **L1 data manager** • knows value of conducting data analysis to complete and submit valid and reliable data; • identifies and accesses data for review and analysis; • knows basic methods to review and analyze data, including data disaggregation, assessment of longitudinal information, identification of outliers, and comparison of data to other related groups; • conducts basic data audits to identify data quality concerns; • knows of resources to learn about data analysis (e.g., training sessions or classes, guidance and resources promulgated by federal technical assistance centers, products or tools to review information); • knows how to look for patterns or trends in the data being analyzed.	The **L2 data manager** • extrapolates the data being analyzed to larger groups and makes connections to different program areas, student groups, and/or reports; • merges datasets, conducts queries, tests hypotheses, addresses data quality concerns, and cleans datasets, as needed; • identifies issues found in more in-depth review and auditing of data, particularly concerns related to data quality; • makes recommendations based on the inferences and predictions identified through data analysis.
Data visualization	The **L1 data manager** • understands the value of providing visual resources to convey information in an effective manner to a broad array of stakeholders; • creates basic data visualizations (e.g., bar charts, pie charts, line charts) tailored to specific stakeholders; • provides high-level interpretations of basic data visualizations.	The **L2 data manager** • creates detailed infographics or more complex data visualizations (e.g., stacked charts, bubble charts, histograms); • uses multiple sources of data in data visualizations to demonstrate comparison of groups and/or data trends.

Competency	Level one (L1)	Level two (L2)
	Interpersonal skills	
Communication	The **L1 data manager** • communicates IDEA data clearly and effectively; • provides basic data updates on a regular and ongoing basis; • responds promptly to questions or data requests from internal and external sources; • informs supervisors or other management staff of any updates or changes in IDEA Part B data collections and reports; • develops and communicates to other relevant staff the schedules for data collections and submission processes; • identifies ways data can be shared and communicated to inform policy or practice recommendations; • accesses the Federal Register to learn about how it provides opportunities for public comment on notices, proposed rules, and other documents.	The **L2 data manager** • provides regular updates on the status of IDEA data and reports to internal and external staff or stakeholders; • informs about, interprets, and explains implications of updates or changes in IDEA Part B data collections and reports to supervisors or other management staff; • uses technical writing skills to document and routinely communicate data collection activities in a clear and articulate manner; • uses and shares data to inform policy or practice recommendations and/or to plan the work of the SEA strategically; • accesses, reviews, and synthesizes information in notices, proposed rules, and other applicable documents contained in the Federal Register to share with internal SEA staff and stakeholders; • compiles feedback and responses to notices, proposed rules, and other documents in the Federal Register during public comment windows, that are informed by input from SEA staff and relevant stakeholders; • explains the roles and responsibilities of the IDEA Part B data manager and the value of this work.

IDC

Competency	Level one (L1)	Level two (L2)
	Interpersonal skills	
Teamwork	The **L1 data manager** • collaborates with members of the special education team, program staff, or data staff in other program areas and understands the importance of teamwork. This may include — focus on data-based decisionmaking; — reliability; — respectfulness; — good conflict management skills; and — strong listening skills.	The **L2 data manager** • collaborates with staff and programs across the agency (beyond special education). This may include — serving on agency-wide committees or groups as a resource for IDEA data and/or special education programming; — providing support and feedback on any initiatives, resources, or communication developed by the agency; and — assisting with data projects (e.g., development of new data systems, linking IDEA data with other datasets, reviewing data visualizations or communications).
Problem solving	The **L1 data manager** • identifies key problems or challenges related to IDEA that fall under scope of the data manager's duties and responsibilities (e.g., outliers, causes of errors, data quality concerns, delayed or late data submissions); • generates and evaluates the strengths and weaknesses of potential solutions to address identified problems or challenges; • monitors progress toward proposed solutions and evaluates the effectiveness of the identified solutions.	The **L2 data manager** • anticipates potential problems or challenges based on policies, practices, or processes within the special education team or program or the SEA as a whole; • identifies relevant issues from a variety of sources when seeking solutions and analyzes issues from different perspectives, especially when working with other divisions or offices within the SEA; • develops potential solutions to problems or challenges through creative thinking, brainstorming, and incorporating the feedback of others; • identifies risks and strategies for risk mitigation of problems or challenges; • adjusts solutions, as needed, to ensure the effectiveness of implementation.

Competency	Level one (L1)	Level two (L2)
	Interpersonal skills	
Training and technical support	The **L1 data manager** • provides technical assistance to internal and external stakeholders via various communication methods (e.g., email, phone calls, virtual or in-person regional and/or state meetings or conferences); • promotes use of high-quality data in communications, trainings, and technical assistance; • participates in professional development opportunities to expand content knowledge and communication skills; • uses basic training methods, which may include knowledge of adult learning strategies, to provide information appropriately.	The **L2 data manager** • provides technical assistance and professional development opportunities, which may include sessions at state and national conferences, online training modules, or webinars, for internal and external stakeholders; • serves as the go-to resource and content expert for questions related to the state's IDEA Part B data; • provides technical assistance and professional development designed to increase capacity and knowledge of SEA staff, LEA staff, other stakeholders, and peers.
Management and leadership	The **L1 data manager** • articulates the roles and responsibilities of supervised staff; • understands content knowledge and skills of supervised staff to manage their work and assign tasks appropriately; • develops measurable goals that accurately reflect roles and responsibilities of supervised staff; • communicates agency goals, expectations, priorities, and initiatives to supervised staff; • establishes and communicates timelines and data processes and requirements to supervised staff; • uses leadership role to advocate for using high-quality IDEA Part B data to inform practice, programming, and strategic direction.	The **L2 data manager** • identifies professional development opportunities to increase knowledge and skills of supervised staff; • empowers supervised staff to take on expanded roles and responsibilities; • facilitates independence and autonomy of supervised staff, delegating work, as appropriate; • connects the work of supervised staff to larger agency work to highlight the value and impact of their work; • demonstrates confidence in making and advocating for data-based decisions; • develops plans for system-level changes, as needed, to improve data collection processes and address data quality concerns from a high-level, management, or leadership perspective; • uses leadership role to advocate for and influence change in use of high-quality IDEA Part B data to inform practice, programming, and strategic direction.

Glossary

Bar Chart

A **bar chart** ⬈ is a graph with rectangular bars. The graph usually compares different categories. The graphs can be plotted vertically (bars standing up) or horizontally (bars lying flat from left to right) (Glen, n.d.-a).

Bubble Chart

A **bubble chart** is a scatter chart with bubbles replacing the data points and the size of the bubbles representing an additional dimension of the data. More information can be found at https://support.microsoft.com/en-us/office/present-your-data-in-a-bubble-chart-424d7bda-93e8-4983-9b51-c766f3e330d9?ui=en-us&rs=en-us&ad=us ⬈.

Business Intelligence (BI)

Business Intelligence (BI) ⬈ is an umbrella term that includes the applications, infrastructure and tools, and best practices that enable access to and analysis of information to improve and optimize decisions and performance (Center for the Integration of IDEA Data, n.d.).

Business Rules

Business rules ⬈ are statements that impose constraints on the selection, relationships, and structure of the data elements in a database (Center for the Integration of IDEA Data, n.d.). The IDC has several resources to support development and documentation of business rules, including the *Business Rules Documentation Protocol* ⬈. This tool is a customizable Excel workbook states can use for documenting, recording, and communicating existing business rules or data quality validation checks they perform during the collection and validation of *Individuals with Disabilities Education Act* (IDEA) Part B data.

Coordinated Early Intervening Services (CEIS)/Comprehensive CEIS (CCEIS)

Early intervening services are those services local education agencies (LEAs) provide to children and youth who need additional academic and behavioral support to succeed in a general education environment. These services can be **coordinated early intervening services (CEIS)** ⬈, which are voluntary, or **comprehensive coordinated early intervening services (CCEIS)** ⬈, which are required when the state identifies the LEA with significant disproportionality (U.S. Department of Education, n.d.-o, n.d.-r, n.d.-t).

- A district implementing voluntary CEIS may use up to 15 percent of its combined *Individuals with Disabilities Education Act* (IDEA) allocations under Sections 611 and 619 to provide services to children and youth without disabilities in grades K through 12 with an emphasis on children in grade K through age 21.

- A district with significant disproportionality must implement required CCEIS and must reserve exactly 15 percent of its IDEA funds to address the issues resulting in its significant disproportionality and may provide services to children and youth with and without disabilities ages 3 through 21.

For additional information about the requirements of and differences between CEIS and CCEIS, see the IDC resource *A Comparison of Mandatory Comprehensive Coordinated Early Intervening Services (CCEIS) and Voluntary Coordinated Early Intervening Services (CEIS)* ⬈. For resources and templates for capturing and reporting CEIS and CCEIS data, see IDC's *Using Coordinated Early Intervening Services (CEIS) Fiscal and Student Data Tracker Tools* ⬈.

Data Dashboards

A **data dashboard** ⬈ is a visual representation of data that helps people identify correlations, trends, outliers (anomalies), patterns, and business conditions. A dashboard is a visual display of the most important information needed to achieve one or more objectives, consolidated and arranged on a single screen so the user can monitor the information at a glance (Center for the Integration of IDEA Data, n.d.).

Data Disaggregation

In education, **data disaggregation** ⬈ refers to the breaking down of student data into smaller groupings, often based on characteristics such as sex, family income, or racial/ethnicity group (National Forum on Education Statistics 2016).

Data Integration

Data integration ⬈ is the effort to unify the work of multiple people, business processes, and data systems to improve data accuracy and make data reporting and use more efficient (Center for the Integration of IDEA Data, n.d.).

Data Mining

Data mining ⬈ is the process of finding anomalies, patterns, and correlations within large datasets to predict outcomes (SAS Institute, n.d.).

Data Processes

Data processes ⬈ detail requirements for collection, analysis, and reporting of data. Documentation of these data processes ensures a common understanding of the data and application of methodologies and business rules to produce valid and reliable data consistently (Wise et al. 2020).

The IDC has developed a robust *SEA Data Processes Toolkit* ⬀ to guide data process documentation of all state-level *Individuals with Disabilities Education Act* (IDEA) data collection and reporting procedures and activities. States can use the toolkit to establish and support consistent practices that produce accurate and high-quality data, build the capacity of data stewards, and create and maintain a culture of high-quality data.

Data Quality

Data Quality ⬀ is a multidimensional measurement of the adequacy of a particular datum or datasets based on a number of dimensions including, but not limited to, accuracy, completeness, consistency, and timeliness (Center for the Integration of IDEA Data, n.d.).

The IDC has several resources to support data quality, including *IDEA Data Quality: Outlier Analyses Tools* ⬀, *Outlier Analyses: Step-by-Step Guide* ⬀, *618 Data Pre-submission Edit Check Tools* ⬀, *Working Principles of High-Quality IDEA Data* ⬀, and *Enhanced Pre-submission Edit Check Tools for IDEA 618 Part B Data* ⬀.

Data Submission Organizer

The **data submission organizer** ⬀ is an online, interactive calendar in GRADS360 that outlines due dates, general file requirements, and specifications for all required ED*Facts* files (ED*Facts* Partner Support Center, n.d.).

Data Visualization

Data visualization ⬀ is a general term that describes any effort to help people understand the significance of data by placing it in a visual context. Data visualization tools include standard charts and graphs and displaying data in more sophisticated ways (Center for the Integration of IDEA Data, n.d.). The IDC also has several other resources to support states with data visualization, including the *Interactive Public Reporting Engine* ⬀, the *Part B Indicator Data Display Wizard* ⬀, and the 2020 *Best Practices in the Public Reporting and Visualization of IDEA Data* ⬀ webinar.

Data Warehousing

Data warehousing ⬀ is the storage of the extracted data from operational systems made available as historical snapshots for ad hoc queries and scheduled reporting. The historical snapshots stored in the data warehouse are refreshed periodically with data from the operational databases (Center for the Integration of IDEA Data, n.d.).

Database Management System

A database typically requires a comprehensive database software program known as a **database management system (DBMS)** ⬀. A DBMS serves as an interface between the database and its end users or programs, allowing users to retrieve, update, and manage how the information is organized and

optimized. A DBMS also facilitates oversight and control of databases, enabling a variety of administrative operations such as performance monitoring, tuning, and backup and recovery (Oracle, n.d.).

Dispute Resolution: Written Signed Complaints, Mediation Requests, Due Process Complaints, and Expedited Due Process Complaints

Written signed complaint [↗] is a signed, written document submitted to the state by an individual or organization (complainant) that alleges a violation of a requirement of Part B of the *Individuals with Disabilities Education Act* (IDEA) of 34 CFR Part 300 [↗], including cases in which some required content is absent from the document (E*MAPS* User Guide: IDEA Part B Dispute Resolution Guide 2020).

Mediation Request [↗] is a request by a party to a dispute involving any matter under Part B of the IDEA for the parties to meet with a qualified and impartial mediator to resolve the dispute(s) (E*MAPS* User Guide: IDEA Part B Dispute Resolution Guide 2020).

Due Process Complaint [↗] is a filing by a parent or public agency to initiate an impartial due process hearing on matters relating to the identification, evaluation, or educational placement of a child with a disability or the provision of a free appropriate public education (FAPE) to the child (E*MAPS* User Guide: IDEA Part B Dispute Resolution Guide 2020).

Expedited Due Process Complaint [↗] is a due process complaint filed by (1) the parent of a child with a disability (IDEA) who disagrees with any decision regarding the manifestation determination and/or disciplinary removal of a student from an educational placement and the placement of that student in an interim alternative educational setting, or (2) a local education agency (LEA) that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others (E*MAPS* User Guide: IDEA Part B Dispute Resolution Guide 2020).

For more information, see the *Quick Guide to Special Education Dispute Resolution Processes for Parents of Children & Youth (Ages 3-21)* [↗] developed by The Center for Appropriate Dispute Resolution in Special Education (CADRE) [↗].

Dispute Resolution Survey

The **Individuals with Disabilities Education Act (IDEA) Part B Dispute Resolution Survey** [↗] provides the U.S. Department of Education information on the counts of occurrences for the following:

- written signed complaints;
- mediation requests;
- due process complaints; and
- expedited due process complaints.

The _Individuals with Disabilities Education Act_ (IDEA), Section 618 requires the data collected using this survey. The Office of Special Education Programs (OSEP) also uses the data for monitoring the programs and activities under IDEA and reported by the Annual Report to Congress on the Implementation of IDEA ↗ (E_MAPS_ User Guide: IDEA Part B Dispute Resolution Guide 2020).

ED_Facts_

ED_Facts_ ↗ is a U.S. Department of Education initiative to collect, analyze, and promote the use of high-quality educational data. ED_Facts_ centralizes performance data states supply with other data assets, such as financial grant information, within the U.S. Department of Education to enable better data analysis and use in policy development, planning, and management (Center for the Integration of IDEA Data, n.d.).

ED_Facts_ Metadata and Process System (E_MAPS_)

The **ED_Facts_ Metadata and Process System (E_MAPS_)** ↗ is a web-based tool used to provide states with an easy method of reporting and maintaining (1) data to meet federal reporting requirements and (2) information on state policies, plans, and metadata in order to aid in the analysis of data collected (U.S. Department of Education, n.d.-b).

States submit several special education data collections and reports through E_MAPS,_ including the State Supplemental Survey, Dispute Resolution Survey, Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS) report, and the State Performance Plan (SPP)/Annual Performance Report (APR). IDC's _Quick References for IDEA Part B Data_ ↗ resource provides a detailed breakdown of these different E_MAPS_ reports and their timelines.

ED_Facts_ Reporting System (ERS)

The **ED_Facts_ Reporting System (ERS)** ↗ is the reporting website that gives states access to data contained within ED_Facts_ and ED_Facts_ Metadata and Process System (E_MAPS)._ ERS reports help states track submissions and verify data submitted in a simple format. States access ERS through the ED_Facts_ Submission System (ESS) (ED_Facts_ Workbook 2020). More information can be found at https://www2.ed.gov/about/inits/ed/edfacts/index.html ↗.

ED_Facts_ Submission System (ESS)

The **ED_Facts_ Submission System (ESS)** ↗ is an electronic system that facilitates the efficient and timely transmission of data from states to the U.S. Department of Education. The ESS is sometimes referred to as the Education Data Exchange Network (EDEN) Submission System. File specifications are established for every data collection that must be transmitted through the ESS (Center for the Integration of IDEA Data, n.d.; ED_Facts_ Submission System 2019).

There are 12 ED*Facts* files specifically focused on *Individuals with Disabilities Education Act* (IDEA) data, including special education personnel, discipline data for children with disabilities, child count and educational environments for children with disabilities, and exiting data for children with disabilities. The IDC's *Quick References for IDEA Part B Data* provides a detailed breakdown of the different data file reports and their timelines. A list of all ED*Facts* file specifications can be found at https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html.

Educational Environment

Educational Environment refers to the locations where children and youth with disabilities receive their educational services and the amount of time they are in the specific environment (e.g., home, early childhood program, residential facility, correctional facility, separate school, regular education and special education classrooms) (U.S. Department of Education, n.d.-i). The IDC has several resources on educational environments, including *Scenarios for B6 Reporting Tools for Educational Environments for Children Ages 3–5* and *Educational Environments 3-5 Data Template: Calculating Local Data Worksheet*.

Educational Service Agency (ESA)

The **educational service agency (ESA)** is a formal or informal entity that provides general and/or special education services for school districts. An ESA is known by many different terms, for example, educational service district, intermediate district, or cooperative. The meaning of the term ESA is not consistent across the country because each state determines what type of entity it will recognize as an ESA (Ahearn 2006).

Excess Cost

Local education agencies (LEAs) can use *Individuals with Disabilities Education Act* (IDEA) Part B funds only for expenses above and beyond what it spends on average on an elementary or secondary school student. These expenses are known as **excess cost**. IDEA requires, at 34 CFR Sections 300.16 and 300.202(b), and at Appendix A to Part 300, that an LEA use its IDEA funds for costs of special education and related services that are in excess of the costs for all students. This ensures that the LEA spends at least as much on children with disabilities as on children without disabilities before using IDEA funds (Center for IDEA Fiscal Reporting and National Center for Systemic Improvement 2018).

Family Educational Rights and Privacy Act (FERPA)

The *Family Educational Rights and Privacy Act* (FERPA) federal law affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to consent to the disclosure of personally identifiable information from education records, except as provided by law (Center for the Integration of IDEA Data, n.d.). More information about FERPA can be found at https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Federal Technical Assistance (TA) Centers

The Office of Special Education Programs (OSEP) funds more than 50 **Federal Technical Assistance (TA) Centers** ⬀ to provide a diverse range of services and supports to special education stakeholders. These centers provide technical assistance services to families, schools, districts, and states (U.S. Department of Education, n.d.-y).

Federal Register

The **Office of the Federal Register (OFR)** ⬀ of the National Archives and Records Administration (NARA) and the U.S. Government Publishing Office (GPO) jointly administer the Federal Register website at https://www.federalregister.gov/ ⬀. The website makes it easier for citizens and communities to understand the regulatory process and to participate in government decisionmaking (Federal Register).

Free Appropriate Public Education (FAPE)

Free appropriate public education (FAPE) ⬀ must be made available to eligible children and youth with disabilities in mandatory age ranges residing in each state. States must design education programs for students with disabilities to meet their individual needs to the same extent that programs meet the needs of students without disabilities. FAPE is an educational right of children with disabilities in the United States that is guaranteed by the *Rehabilitation Act of 1973* and the *Individuals with Disabilities Education Act (IDEA)* (Center for the Integration of IDEA Data, n.d.).

Health Insurance Portability and Accountability Act (HIPAA)

The 1996 *Health Insurance Portability and Accountability Act (HIPAA)* ⬀ is the law that sets requirements for electronic health transactions (billing and payment) and establishes the basis for the HIPAA Privacy Rule. HIPAA requirements are set through a suite of regulations, collectively known as HIPAA Administrative Simplification. They include rules on Privacy, Enforcement, Security and Transactions, and Code Sets (Center for the Integration of IDEA Data, n.d.). More information about HIPAA can be found at https://www.hhs.gov/hipaa/index.html ⬀.

Histogram

Histograms ⬀ are similar to bar graphs, serving as a way to display counts of data. While a bar graph charts actual counts within categories, indicated by the height/length of the bar in relationship with the relevant axis, a histogram displays the same categorical variables in "bins." A bin shows how many data points are within a range (an interval) (Glen, n.d.-b).

Individualized Education Program (IEP)

An **individualized education program (IEP)** ⧉ is a written statement for a child or youth with a disability that is developed, reviewed, and revised in accordance with IDEA regulations. Requirements include, but are not limited to, mandatory IEP team membership, annual review, annual measurable goals, participation in state assessments, and participation in the general curriculum (Center for the Integration of IDEA Data, n.d.).

Individuals with Disabilities Education Act (IDEA)

The *Individuals with Disabilities Education Act* **(IDEA)** ⧉ is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities (Center for the Integration of IDEA Data, n.d.).

Information Security

Information security ⧉ is the protection of information and information systems from unauthorized access, use, disclosure, disruption, modification, or destruction in order to provide confidentiality, integrity, and availability (Center for the Integration of IDEA Data, n.d.). The IDC has developed the *IDEA Part B Confidentiality Checklist* ⧉ to support agencies in meeting the confidentiality provisions of the *Individuals with Disabilities Education Act* (IDEA).

Interim Alternative Educational Setting

The **interim alternative educational setting** ⧉ is an appropriate setting determined by the child's individualized education program (IEP) team or a hearing officer in which the child is placed for no more than 45 school days. Placement in this setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP (U.S. Department of Education, n.d.-c).

Least Restrictive Environment (LRE)

Least restrictive environment (LRE) ⧉ is part of the *Individuals with Disabilities Education Act* (IDEA) that requires local education agencies (LEAs) to ensure that children and youth with disabilities are educated with children and youth who do not have disabilities to the maximum extent appropriate. Children and youth with disabilities should only be educated outside of the regular educational environment when education in regular classes with supplementary aids or services cannot be achieved satisfactorily (U.S. Department of Education, n.d.-i).

Line Chart

A **line chart** ⧉ or line plot, line graph, or curve chart is a graphic that connects a series of data points by straight line segments. Line charts are typically used to track changes over time (Glen, n.d.-c).

Local Education Agency (LEA)

A **local education agency (LEA)** ↗ is an administrative unit within K-12 education that exists primarily to operate schools or to contract for educational services. LEAs may or may not be co-extensive with county, city, or town boundaries (Center for the Integration of IDEA Data, n.d.).

Maintenance of Effort (MOE)

Local **maintenance of effort (MOE)** ↗ is a requirement of the *Individuals with Disabilities Education Act* (IDEA) that obligates any local education agency (LEA) receiving *Individuals with Disabilities Education Act* (IDEA) Part B funds to budget and spend at least the same amount of local—or state and local—funds for the education of children and youth with disabilities on a year-to-year basis. The required MOE levels for budgeting and spending are referred to, respectively, as the "eligibility standard" and the "compliance standard" (U.S. Department of Education, n.d.-n). For more information, see the *Quick Reference Guide on IDEA Local Educational Agency Maintenance of Effort* ↗ from the Center for IDEA Fiscal Reporting (CIFR).

Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS) Report

The **Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS) report** ↗ collects the following information for every local education agency (LEA) or educational service agency (ESA) that receives an *Individuals with Disabilities Education Act* (IDEA) Section 611 or 619 subgrant:

- LEA/ESA allocations;
- MOE Reduction;
- provision of CEIS; and
- number of children and youth receiving CEIS.

The Office of Special Education Programs (OSEP) uses the data submitted via this survey/process for monitoring purposes, in the Annual Report to Congress on Implementation of IDEA, for public reporting of the IDEA Section 618 data, and in ad hoc requests (E*MAPS* User Guide: IDEA Part B MOE Reduction and CEIS V 8.0 2020).

Maintenance of State Financial Support (MFS)

To receive federal *Individuals with Disabilities Education Act* (IDEA) funds to provide educational services to children and youth with disabilities, states must meet certain eligibility requirements, including a requirement commonly referred to as **maintenance of state financial support (MFS)** ↗ (U.S. Department of Education, n.d.-j). Under Part B of the IDEA, states are required to make available at least the same amount of state financial

support from one year to the next for the education of children and youth with disabilities. This MFS requirement includes reporting obligations as well. For more information, see information captured in the Center for IDEA Fiscal Reporting (CIFR) MFS Resource Catalog web page https://cifr.wested.org/resources/mfs/ ⬀.

Manifestation Determination

Within 10 days of a decision to change the placement of a child or youth due to a violation of a code of student conduct, the local education agency (LEA), the parent, and relevant members of the individualized education program (IEP) team must meet for a **manifestation determination** ⬀ review. The purpose of this review is to determine whether or not the child's behavior that led to the disciplinary infraction is linked to his or her disability (U.S. Department of Education, n.d.-p). More information can be found at https://www.parentcenterhub.org/manifestation/ ⬀.

MAX

The **MAX** ⬀ Information System is used to collect, validate, analyze, model, collaborate with agencies on, and publish information relating to government-wide management and budgeting activities (MAX.gov).

Microsoft Excel

Excel is a spreadsheet and analysis program created by Microsoft.

Microsoft PowerPoint

PowerPoint is a software product from Microsoft for use in making slide presentations.

Microsoft Word

Word is a software product developed by Microsoft for word processing and document creation.

Office of Special Education Programs (OSEP)

The **Office of Special Education Programs (OSEP)** ⬀ is an office within the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS). OSEP is dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts. OSEP administers the *Individuals with Disabilities Education Act* (IDEA). IDEA authorizes formula grants to states and discretionary grants to institutions of higher education and other nonprofit organizations to support research, demonstrations, technical assistance and dissemination, technology and personnel development, and parent-training and information centers. OSEP

support is intended to ensure that the rights of infants, toddlers, children, and youth with disabilities and their parents are protected (U.S. Department of Education, n.d.-aa).

Part B

Part B ⬀ of the *Individuals with Disabilities Education Act* (IDEA) is the portion of the statute that outlines the requirements for states and local education agencies (LEAs) in serving children with disabilities ages 3-21 (U.S. Department of Education, n.d.-w).

Part C

Part C ⬀ of the *Individuals with Disabilities Education Act* (IDEA) is the portion of the statute that outlines the requirements for states in serving infants and toddlers through age 2 with developmental delays or who have diagnosed physical or mental conditions with high probabilities of resulting in developmental delays (U.S. Department of Education, n.d.-d).

Partner Support Center (PSC)

The **Partner Support Center (PSC)** ⬀ is the technical help desk for ED*Facts* that provides assistance to ED*Facts* customers who submit data to the Educational Data Exchange Network (EDEN) or use its analytical and reporting tools (U.S. Department of Education, n.d.-a). For more information, see the PSC Self-Service Center at https://edfacts.grads360.org/#program/psc-self-service-center ⬀.

Pie Chart

A **pie chart** ⬀ is a type of graphic that displays data in a circular graph. The pieces of the graph (i.e., the pie) are proportional to the fraction of the whole in each category. In other words, each slice of the pie is relative to the size of that category in the group as a whole. The entire "pie" represents 100 percent of a whole, while the pie "slices" represent portions of the whole (Glen, n.d.-d).

Primary Disability Categories (federal)

The *Individuals with Disabilities Education Act* (IDEA) Part B, Subpart A, Section 300.8 (Child with a Disability), details 13 **primary disability categories** ⬀: autism, deaf-blindness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and developmental delay.*

States can establish their individual definitions and criteria for these primary disability categories, as long as the definitions are consistent with IDEA. States may include additional criteria in the disability areas to reflect individual terminology and standards (U.S. Department of Education, n.d.-f).

* Developmental delay disability is permitted for students ages 3 through 9; the state defines the disability criteria.

Public Reporting Requirements

Under the *Individuals with Disabilities Education Act* (IDEA), there are established **public reporting requirements** ⬀ for both Section 616 and Section 618 reports and data collections.

For Section 616 reports, states must report annually to the public the performance of each local education agency (LEA) on the targets the state establishes in the State Performance Plan (SPP) within 120 days of the submission of the state's Annual Performance Report (APR) to the Office of Special Education Programs (OSEP). States also must make the SPP/APR for each year available (U.S. Department of Education, n.d.-q, n.d.-u).

For Section 618 data collections, states must publicly report data related to the following collections: Child Count and Educational Environments, Exiting, Discipline, and Dispute Resolution. Under this legislation, but not specifically named, states also are required to collect and report on Assessment, Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS), and Personnel. States commonly meet this public reporting requirement by posting these data to agency websites. The IDC resource *IDEA Section 618 Public Reporting Data Element Checklist – Part B* ⬀ and IDC's interactive resource *Section 618 Public Reporting Requirements* ⬀ provide further details about the public reporting requirements for 618 data collections.

In order for publicly posted data to be accessible to all members of the public, the data should be Section 508 compliant. The IDC also has several other resources to support states in meeting public reporting requirements and making the data meaningful to a broad array of stakeholders. Such resources and tools include the *Interactive Public Reporting Engine* ⬀, the *Part B Indicator Data Display Wizard* ⬀, and the 2020 *Best Practices in the Public Reporting and Visualization of IDEA Data* ⬀ webinar.

Related Services

Related services ⬀ means transportation and such developmental, corrective, and other supportive services required to assist a child or youth with a disability to benefit from special education. Related services include speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. Surgically implanted devices, including cochlear implants, are not considered related services (U.S. Department of Education, n.d.-g). Additional information can be found at https://www.parentcenterhub.org/iep-relatedservices/#audio ⬀.

SAS

SAS (previously "Statistical Analysis System") is a statistical software suite developed for data management, advanced analytics, multivariate analysis, business intelligence, criminal investigation, and predictive analytics by SAS Institute. More information can be found at https://www.sas.com/en_us/home.html ⬈.

Section 508

Section 508 ⬈ of the *Rehabilitation Act of 1973* is a law that requires access to electronic and information technology provided by the federal government. The law applies to all federal agencies when they develop, procure, maintain, or use electronic and information technology. Federal agencies must ensure that this technology is accessible to employees and members of the public with disabilities to the extent it does not pose an "undue burden." Section 508 of the law speaks to various means for disseminating information, including computers, software, and electronic office equipment. It applies to, but is not solely focused on, federal pages on the Internet or the World Wide Web. It does not apply to web pages of private industry (United States Access Board, n.d.). More information on Section 508-compliance requirements can be found at Section508.gov ⬈ and the *ED Accessibility Requirements for Electronic Documents* ⬈ website.

Section 611

Every eligible state receives an annual federal grant under the *Individuals with Disabilities Education Act* (IDEA), called a **Section 611** ⬈ grant, to support special education and related services for children and youth ages 3 through 21. States also receive Section 619 grants, which are IDEA funds to support the education of children ages 3 through 5. Each state may set aside a portion of its Section 611 and 619 grants for administrative and other state-level activities. After reserving grant funds for state-level activities, states must use a specific formula to allocate the remaining funds as subgrants to local education agencies (LEAs), including charter school LEAs (U.S. Department of Education, n.d.-e). For additional information, see the *Quick Reference Guide on the Allocation of IDEA Part B Subgrants to Local Educational Agencies* ⬈ from the Center for IDEA Fiscal Reporting (CIFR).

Section 616 Data

Section 616 ⬈ of the *Individuals with Disabilities Education Act* (IDEA) requires states to submit to the Office of Special Education Programs (OSEP), and make available to the public, a State Performance Plan (SPP) and an Annual Performance Report (APR) with data on how each state implements both Part B and Part C of the IDEA to improve outcomes for infants, toddlers, children, and youth with disabilities (U.S. Department of Education, n.d.-z).

Section 618 Data Collections

The *Individuals with Disabilities Education Act* (IDEA) requires each state to provide data on children and youth with disabilities who are receiving special education and related services under Part B and early intervention services under Part C of IDEA to the Secretary of Education and the public on

an annual basis. States submit these data to the U.S. Department of Education via one of two ED*Facts* systems: (1) the ED*Facts* Submission System (ESS), or (2) the ED*Facts* Metadata and Process System (E*MAPS*). The Office of Special Education Programs (OSEP) primary contacts at the state level for the IDEA **Section 618 data collections** ⬈ are the state Part B data managers. However, the state ED*Facts* coordinator submits data to the ED*Facts* system. Eight of the 12 618 data collections are for IDEA Part B (*What is IDEA Section 618 Data?*, n.d.). More information about the 618 data collections can be found at https://data.ed.gov/dataset/idea-section-618-data-products.

The IDC has several resources to support review of Section 618 data collections, including *618 Data Pre-submission Edit Check Tools* ⬈ and *Enhanced Pre-submission Edit Check Tools for IDEA 618 Part B Data* ⬈ .

Section 619

Section 619 ⬈ of the *Individuals with Disabilities Education Act* (IDEA) authorizes an additional preschool formula grant for states that are eligible for grants under Section 611 of Part B if the state makes available free appropriate public education (FAPE) to all children with disabilities ages 3 through 5 in the state (U.S. Department of Education, n.d.-x). For additional information, see the *Quick Reference Guide on the Allocation of IDEA Part B Subgrants to Local Educational Agencies* ⬈ from the Center for IDEA Fiscal Reporting (CIFR) or the resources on the Early Childhood Technical Assistance (ECTA) Center Section 619 web page (https://ectacenter.org/sec619/sec619.asp ⬈).

Significant Disproportionality

Individuals with Disabilities Education Act (IDEA) Section 618(d) requires states to collect and examine data to **determine** ⬈ if **significant disproportionality** ⬈ based on race and ethnicity is occurring in the state and the local education agencies (LEAs) of the state with respect to

- the identification of children and youth as children and youth with disabilities, including the identification of children and youth as children and youth with disabilities in accordance with a particular impairment;

- the placement in particular educational settings of such children and youth; and

- the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

IDEA does not, however, define significant disproportionality. The IDEA regulations do not explicitly define the term either. Instead, states must establish a standard methodology for analysis of disproportionality, which includes states setting a threshold above which disproportionality in the identification, placement, or discipline of children and youth with disabilities within an LEA is significant (U.S. Department of Education, n.d.-r, n.d.-s). More information from the Office of Special Education Programs (OSEP) can be found at https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17-1.pdf ⬈ .

The IDC has developed several resources on methodologies and calculations of significant disproportionality, contributing factors and response to significant disproportionality, and the Coordinated Early Intervening Services (CEIS)/Comprehensive CEIS (CCEIS) states are required to provide based

on identification of significant disproportionality. Some of these resources include *Data Sources for Calculating Significant Disproportionality* ☑; *Examining Representation and Identification: Over, Under, or Both?* ☑; *Equity, Inclusion, and Opportunity: Addressing Success Gaps, Indicators of Success Rubric* ☑; *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide (Revised)* ☑; and *Equity Requirements in IDEA* ☑.

Stacked Bar Chart

A **stacked bar chart** ☑ is a graphic that can show comparisons between categories of data, allowing for breaking down parts of a whole. The chart can be useful to show the total size of different groups as well as the relationship between the groups and the overall totals (Glen, n.d.-e).

State Advisory Panel

Under the *Individuals with Disabilities Education Act* (IDEA), the state must establish and maintain an **advisory panel** ☑, with specific **duties** ☑, for the purpose of providing policy guidance with respect to special education and related services for children and youth with disabilities in the state. The advisory panel's **membership** ☑ must consist of members appointed by the governor, or any other official authorized under law to make such appointments, to include parents of children and youth with disabilities (ages birth through 26) (U.S. Department of Education, n.d.-k, n.d.-l, n.d.-m). More information can be found at https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/letter-to-copenhaver-12-26-2016.pdf ☑.

State Educational Agency (SEA)

State educational agency (SEA) ☑ or state education agency means the state board of education or other agency or officer primarily responsible for the state supervision of public elementary schools and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the governor or by state law (U.S. Department of Education, n.d.-h).

SPSS

SPSS (Statistical Product and Service Solutions) is a statistical software package used for interactive, or batched, statistical analysis. More information can be found at https://www.ibm.com/products/spss-statistics ☑.

State Performance Plan (SPP)/Annual Performance Report (APR)

The **State Performance Plan (SPP)** ☑ is a written plan required under the Individuals with Disabilities Education Act (IDEA) Section 616 that states submit to the Office of Special Education Programs (OSEP). The SPP provides information about a state's system of special education related to 17 indicators specific to special education programs. The 17 indicators are divided into two main categories: performance and compliance. States are required to set baseline data and annual targets for each of the indicators at least every 6 years (U.S. Department of Education, n.d.-v).

The **Annual Performance Report (APR)** ⬀ is a report required under IDEA Section 616 that states must submit annually to OSEP. The APR provides information related to a state's performance on 17 indicators in relation to targets the state sets in the SPP. States must report against the targets in its SPP in the APR (Center for the Integration of IDEA Data, n.d.).

More information about the SPP/APR data sources can be found in IDC's *APR Indicator Data Sources* ⬀ document and the current SPP/APR Part B Indicator Measurement Table ⬀ (updated 2018) (U.S. Department of Education 2019).

State Supplemental Survey (SSS)

The *Individuals with Disabilities Education Act* (IDEA) **State Supplemental Survey (SSS)** ⬀ is a survey that states review and complete annually. The survey collects metadata related to IDEA data collections. The U.S. Department of Education reviews these metadata responses to verify the accuracy of Section 618 data using the data states submit to meet annual data reporting requirements. The metadata responses also decrease the need for states to submit data notes.

State Systemic Improvement Plan (SSIP)

The **State Systemic Improvement Plan (SSIP)** ⬀ is an indicator captured in the State Performance Plan (SPP)/Annual Performance Report (APR) and comprises a comprehensive, ambitious yet achievable, multiyear plan for improving results for children and youth with disabilities (U.S. Department of Education 2019). IDC has developed many resources to support development, implementation, and evaluation of SSIPs. Some of these resources include *A Guide to SSIP Evaluation Planning* ⬀, *Considerations for Making Changes to SIMR Baseline and Targets* ⬀, *Operationalizing Your SSIP Evaluation: A Self-Assessment Tool* ⬀, *Using a Theory of Action to Develop Performance Indicators to Measure Progress Towards a SIMR* ⬀, and *Using Growth Models to Measure Child/Student Outcomes for State Systemic Improvement Plans: A Guide for States* ⬀.

Statewide Longitudinal Data System (SLDS)

Statewide Longitudinal Data System ⬀ (in education) is the unit-level data system the state designed for the collection, management, analysis, and reporting of statewide education data over time and across programs (Common Education Data Standards, n.d.). Additional information about the SLDS grant program can be found at https://nces.ed.gov/programs/slds/ ⬀.

Structured Query Language (SQL)

Structured Query Language (SQL) ⬀ is a relational data language that provides a way for programmers and other computer users to get desired information from a database using an English keyword-oriented set of facilities for query, data definition, data manipulation, and data control. It is a programmed interface to relational database management systems (Gartner, n.d.).

Student Data Management Systems

A **Student Data Management System** [↗] is a software solution by which educational agencies keep track of student demographics (e.g., address, birthdate, gender, ethnicity), enrollment, and schedule information. Typically, these information systems serve as the largest source of student data (Center for the Integration of IDEA Data, n.d.). More information can be found at https://nces.ed.gov/pubs2000/building/desc_system.asp [↗].

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