IDEA-DA Data Protocol Cheat Sheet

Literacy K-6

Data Element (From Data Review Protocol)	Data Source	What Does this Data Mean?
Step 1A (IDEA-DA Data elements) **IDEA Data Elements in 1A include three years of data combined into one data point. This data was used for IDEA-DA level of support determinations.*		
3.7: Percent of learners with an IEP at/above the spring benchmark on a valid and reliable universal screening tool.	Student Success Healthy Indicator #3 filtered by IEPs	Healthy Indicator #3 shows the percentage of students who are at / above benchmark on the school's selected default assessment. For Data Element 3.7, the end of the year testing window was selected (spring) as a consistent reference point. A healthy school has universal instruction that enables the majority of students to meet benchmarks for "low risk," without a lot of additional support and resources.
3.8: Percent of learners with an IEP who are below screening benchmark in the fall and then at/above in subsequent testing windows.	Student Success Healthy Indicator #6 filtered by IEPs	Healthy Indicator #6 is intended to help educators see whether K–6 students who were screened and scored below benchmark in the starting window (fall) of the reporting period improve to at or above benchmark in the ending window (spring).
3.9: Percent of learners in grade 4 with an IEP who are proficient or above on state required assessments (English language arts).	Iowa School Performance Profiles (ISPP) Pathway to score: ISPP • Learning Measures • Proficiency • English Language Arts • Percentage by Programs • Students with Disabilities (IEP)	The Iowa Statewide Assessment of Student Progress (ISASP) informs students, parents, educators, and the state, on how Iowa students are performing on the Iowa Core Standards. It is intended to provide helpful information on areas in which students are performing well and areas in which they may need additional support. Examine the percent of students in 4th grade with IEPs who are meeting proficiency achievement benchmarks for English Language Arts. Iowa School Performance Profiles User Guide Iowa Statewide Accountability System Information Guide

3.11: Percent of learners (grade 4) with an IEP who receive services in regular class setting 80% of the time.	ACHIEVE; IDEA Part B SPP/APR Indicator 5	One of the requirements of the Individuals with Disabilities Education Act (IDEA) is to enable students with an IEP to receive their education in the general education classroom to the maximum extent appropriate. Through the use of flexible instructional methodologies and materials, tiered supports, and collaboration between general education and special education providers, students with an IEP can achieve positive academic outcomes. The IDEA refers to this as the "least restrictive environment." The appropriate environment may be different for each student because the least restrictive environment is individually determined based on the student's unique educational needs.
4.2: District was not identified as having a significant discrepancy, by race or ethnicity, in the rate of suspensions or expulsions greater than 10 days in a school year for students with IEPs.	Student Reporting in Iowa (SRI) (Single year of data) IDEA Part B SPP/APR Indicator 4B	Data on the rates of suspension/expulsion for students with an IEP prompts districts to examine how discipline decisions are made and review policies and procedures regarding supports to enable students with an IEP to remain in school and receive appropriate instruction. The Iowa Department of Education identifies districts if their rate of out-of-school suspensions/expulsions of students with an IEP for one or more racial/ethnic groups is greater than 3.5 times the state rate. Districts identified must review their policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavior interventions and supports, and alignment with procedural safeguards to ensure compliance with the Individuals with Disabilities Education Act (IDEA).
4.3: Percent of students with an IEP missing ten percent or greater of the total number of days enrolled in the school year for any reason. It includes both excused and unexcused absences.	Iowa School Performance Profiles (ISPP) Pathway to score: ISPP • Learning Measures • Chronic Absenteeism and Attendance Growth • Chronic Absenteeism • Students with Disabilities (IEP)	**Iowa School Performance Profiles:** This measure shows the percentage of students who missed 10 percent or more school days for any reason, excused or unexcused. Attendance in school matters because kids need to be in school to learn. Chronic absenteeism can translate into students having difficulty learning to read by the end of third grade, achieving in middle school and graduating from high school. Additional Resources: • Read this research summary for more details.
Step 1B		

K6 1B1 - 1B3: Patterns for elementary students with IEPs participating in the [*fall/winter/spring*] literacy screening window. (1B1-Fall, 1B1-Winter, 1B1-Spring)	Student Success, Healthy Indicator #1 filtered by IEP	**Student Success:** A healthy system has a robust screening program that includes all students possible. Screening essentially all students (95%) ensures the data are representative of the whole system and ensures we catch all students who need support while gaps are smaller and relatively easier to address. What is the percentage of students screened in your school, district, or AEA? • Use the "view by" and filter features to look for trends across groups. Are there some grades, schools or subsets of students that seem to be missing from the screening data? • What may have caused this? Is it systematic? Intentional? Accidental? • If there are large gaps in screening, how will this affect the rest of the data? Will this cause misinterpretation? Does anything need to be done for the students missed? • What needs to happen to close the gap in testing for the future?
K6 1B4: Patterns for elementary students with IEPs participating in the **ISASP** - English Language Arts.	Iowa School Performance Profiles (ISPP) Pathway to score: ISPP • Learning Measures • Participation Rate • English Language Arts • Percentage by Programs • Students with Disabilities (IEP) Pathway to score: • Additional Metrics • Percent Students Not Assessed/Assessed • English Language Arts • Percent not assessed by Program • Students with Disabilities (IEP)	**Iowa Statewide Assessment of Student Progress** Student Participation on State Assessment (ISASP) • It is expected that all students participate in taking the state assessment. This shows the percentage of students who took an assessment in English language arts for all students and student groups. • This requires that a minimum of 95 percent of a school's enrollment participate in annual state assessments. The 95 percent rule also applies to a school's student groups. Percentage of students assessed/not assessed: This measure shows both the percent of students who took the ISASP or DLM by subject, as well as the percent of students who did not take either.

K6 1B5: Percentage of elementary students with IEPs moving at/above benchmark across screening windows in your district.	Student Success Healthy Indicator #6 filtered by IEP	This data element is an indicator of the effectiveness of the interventions in use. Interventions should be able to help students become successful over time. While the gap may not close as immediately as from one screening window to the next, some students should be improving to the point they reach or exceed benchmark. This information helps leadership team members to answer important questions such as: • Are our interventions effectively closing gaps? • Are students receiving intervention moving from at risk to low risk? • Are the students who scored below benchmark receiving interventions? Are the interventions high quality, evidence based interventions? Are they being delivered as intended? Are teachers reviewing the progress monitoring data regularly and intensifying, altering or replacing interventions that are not closing the gap as indicated by the PM data? • What system steps can be taken to improve outcomes? Are teachers entering intervention plans in Student Success to enable data analysis?
Step 1C		
K6 1C1: Percent of elementary students with an IEP in grades K-6 chronically absent (missing 10 percent or more school days for any reason).	Iowa School Performance Profiles (ISPP) Pathway to score: ISPP • Learning Measures • Chronic Absenteeism and Attendance Growth • Chronic Absenteeism • Students with Disabilities (IEP)	**Iowa School Performance Profiles:** This measure shows the percentage of students who missed 10 percent or more school days for any reason, excused or unexcused. Attendance in school matters because kids need to be in school to learn. Chronic absenteeism can translate into students having difficulty learning to read by the end of third grade, achieving in middle school and graduating from high school. Additional Resources: • Read this research summary for more details.
K6 1C2: Percent of behavior incidents that are coded as students with an IEP in grades K-6.	Student Success • Behavior • View by IEP	**Student Success** Behavior indicators displayed in Student Success are based on data including office discipline referrals, infractions, and suspensions.

K6 1C3: Percent of behavior incidents that are coded as students with an IEP and location as classroom in grades K-6.	Student Success • Behavior • Location • View by IEP	Using the 'View by" in Panorama Student Success, a leadership team can filter for additional information on behavior such as location, outcome, time of day, etc. All of this information is helpful in considering if behavior is impacting student outcomes.