Idaho Department of Education

Data and Reporting 101

ESEA and IDEA Directors Meeting

Agenda

- Who needs to be reported
- What reporting is required
- Why is it important to report accurate data
- What are some main areas of reporting
- Resources
- Questions

Who needs to be reported

Students whose parents have consented to an initial assessment.

Students who are evaluated for special education.

Students that receive(ed) special education and related services.

Who needs to be reported (continued)

All disability categories

All grade levels (PK – 12 and NG ages 3-21)

- Grade PK - Regardless of service location
- Grade 12 - Including secondary transition students
- Grade NG - Students on a service plan

All initial eligibility evaluations

- Eligible or not eligible

Required Reporting

Exceptionality1 - Primary disability category

- In Idaho only one eligibility category is reported to the state.

Environment – Least restrictive environment

- **44 – 55: Early Childhood** age 3-5 not yet Kindergarten age eligible only
  - Determined based on the use of a decision tree
- **01 – 21: School Age** Kindergarten age eligible through age 21 only

Required Reporting (Continued)

IDSpedDate - Date initial eligibility was determined (IDEA does not require that this is a meeting)

consentDate - Date LEA received written, signed consent to assess from a parent (Only required if IDSpedDate is in the current year)

SEEntryDate - Date services began in the current year

IEPDate - Current IEP date (Interim IEP date is accepted)

SEExitDate - Date services ended in the current school year

Why is it important to report accurate data?

Informed Decision-Making: Accurate data helps educators, administrators, and policymakers make informed decisions about resource allocation, program development, and instructional strategies.

Equity and Access: Data reveals disparities in access to services, allowing for targeted interventions to ensure all students receive the support they need.

Improving Outcomes: Analyzing accurate data helps identify effective practices and areas for improvement, ultimately enhancing educational outcomes for students with disabilities.

A Few Main Areas of Reporting

Child Count: provides a snapshot of information on the students who are receiving special education and related services through a current IEP on the first Friday in November

Indicator 11 – 60-Day Timeline: shows the time between when an LEA receives parental consent for initial assessment and when the evaluation team determines eligibility

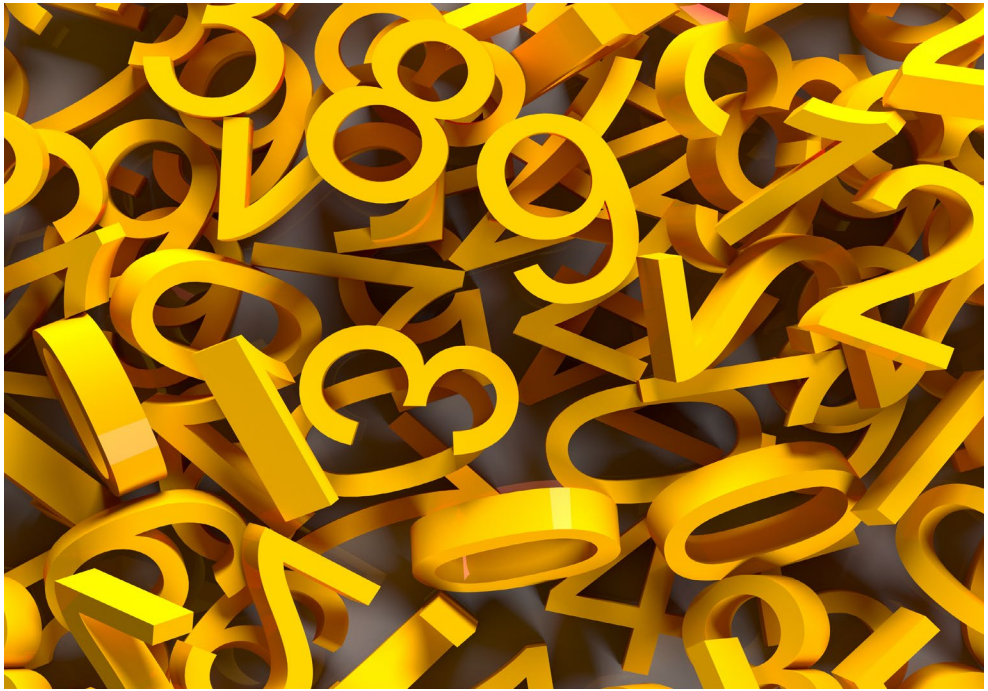
Indicator 12 – Early Childhood Transition: shows the timely transition of children from early intervention services (Part C) to preschool special education services (Part B)

Child Count

Annual report of students receiving special education and related services. Required as part of the Individuals with Disabilities Education Act (IDEA)

Snapshot of the first Friday in November and reported in the November ISEE upload

Students must have a current IEP/service plan or Interim IEP



Child Count: Who Is Not Included?

- Homeschool students
- Students with an expired IEP
- Students who have been identified but are not yet receiving services
- Students that exited special education services prior to the Child Count date (first Friday in November)

Child Count: How Can You Prepare?

- **Review your data**:
- Eligibility
- Environment
- IDSpedDate (initial eligibility date)
- IEPDate (must be current)
- Exit Date

- **Review team information**:
- Have all documents been finalized?
- Are any IEPs or reevaluations due between October and November data submission?
- Are there any warnings that can be corrected on the ISEE report?
- Do you have access to the SPED Data Application?

Child Count: What Do You Do After Submission?

1. Open SPED Data Application and download the Child Count Report *It will populate about 48 hours after ISEE submission.

2. Open the Child Count Analysis Tool (Idaho Department of Education website>Special Education>Public Reporting> General Information>Child Count Analysis Tool) and follow the instructions

3. Review your data for any inaccurate or missing data

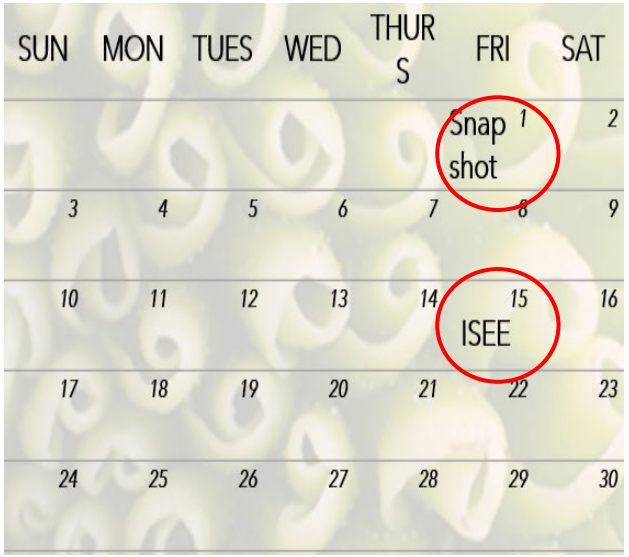
4. Make corrections to the ISEE upload if necessary

5. When you are ready to certify your Child Count data, return to SPED Data Application and click Certify Child Count

Child Count: Important Dates

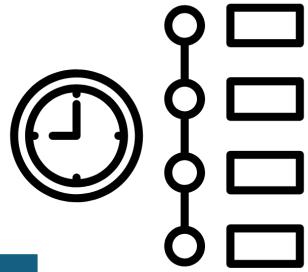
OCTOBER

NOVEMBER



DECEMBER

Indicator 11: 60 Day Timeline

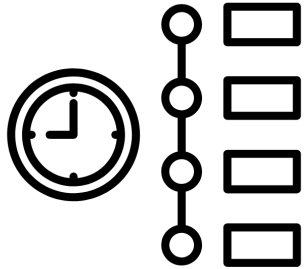


The timeline begins the day after the LEA receives signed, written consent to assess from the parent

The timeline ends the day the Eligibility Team reaches consensus on eligibility for special education services

- IDEA does not require a meeting

60-Day Timeline
2024-2025 School Year



Allowable extensions to the 60-day timeline:

1. **SM – Student Moved** and the timeline was extended through a mutual written agreement

2. **RE – Reasonable Efforts/Failure to Produce** the student for an evaluation by a parent after the district made reasonable efforts to schedule it.

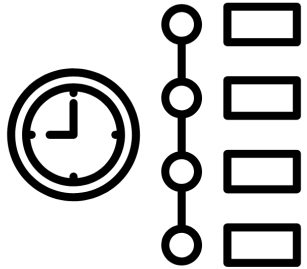
3. **SE – State Exception** Periods when regular school is not in session for five (5) or more consecutive school days

Obsolete codes:

1. WE – Written Extension
2. EM – Extended Medical Issues

IDEA only allows for SM & RE

60-Day Timeline
2024-2025 School Year cont.

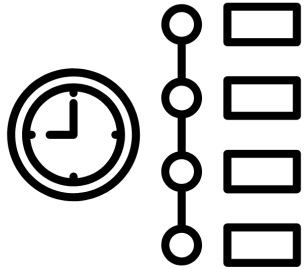


Codes that Do Not extend the 60-day timeline:

(These have not changed.)

1. **AA – Additional Assessments** were requested by the family
2. **ST – Staffing Issues** resulting in an inability to coordinate internal staff
3. **SD – Scheduling Difficulties** resulting in an inability to coordinate external team members

60-Day Timeline
2025-2026 School Year



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Obsolete codes:

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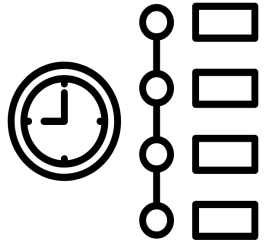
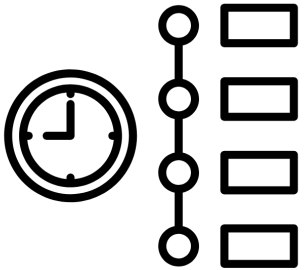
60-Day Timeline
ISEE Functionality Change



Topic	Previous Process	New Process
ISEE Reporting Warning/Errors	If the LEA goes beyond 60 days, LEA is able to mark YES (compliant) and ISEE populates a WARNING code, but the LEA is able to submit without populating a code or notes to explain the reason for the violation.	If the LEA goes beyond 60 days, the LEA is required to mark NO (not compliant). If YES is listed, ISEE will populate an ERROR code and the LEA will not be able to submit ISEE reports without entering a code and/or NOTES to explain reason for violation.

60-Day Timeline Fields

consentDate: The date the LEA received the parent's written, signed consent for initial assessment. Required if the date of the student's initial eligibility determination for special education services (IDSpedDate) is after the last day of the prior school year.



60DTline: Indicates if the initial eligibility determination for special education was completed within 60 calendar days of receipt of parental consent for assessment. If initial eligibility exceeded 60 calendar days for ANY reason, mark No.

DaysLate: If the initial eligibility determination was not completed within 60 calendar days, indicate the number of days late.

LDRea: The reason the initial eligibility determination exceeded 60 calendar days.

ExRule: Explanation for choosing state exception rule (SE) as the reason the initial eligibility determination exceeded 60 calendar days.

UndetRea: The reason for selecting undetermined eligibility for special education services (SpedEligible). For initial eligibility determination only.

DNQ (Does Not Qualify) Student

All students for whom the LEA receives parental consent for initial assessment must be included in state reporting. This includes students who do not qualify for services after the initial eligibility evaluation.

How To Report A DNQ Student Who Was Never Enrolled

Enroll Student in the SIS (Student Information System)

This includes students who are not previously enrolled in the LEA, such as:

- **Early Childhood Transition** students too young to enroll
- **Private school students**
- **Homeschooled students**

To report these students:

o Enroll them in school for just the date of testing

EntryDate = testing date, *ExitDate* = testing date

(For PowerSchool *ExitDate* = testing date + 1 day)

o At a minimum, ISEE requires a Student Demographics record and a Special Education record with the *consentDate*, *IDSpedDate*, *SEStatus*= T (Tested/Ineligible), and any applicable information regarding early childhood transition

*For ISEE uploads, every student needs an Educational Unique Identifier (EDUID)

How To Correctly Report a DNQ Student

Fill in the following fields:

IDSpedDate= Date initial eligibility was determined

consentDate= Date the LEA received written (signed) consent from the parent

60DTline= Yes or No, Initial eligibility was determined within 60 calendar days
DaysLate= (if no) The number of days late
LDRea= (if no) The reason the initial eligibility determination exceeded 60 calendar days

SpedEligible= N (Not Eligible)

SEStatus= *T (Tested Ineligible)*- Tested for **initial** eligibility and determined not eligible for special education and related services. (Did Not Qualify)

Early Childhood Transition fields if applicable

Do NOT Fill in Any Other Fields

Indicator 12: Early Childhood Transition

Students referred to the LEA from the Department of Health and Welfare (DHW), Infant Toddler Program (ITP)

Students are referred between the ages of 2 years 3 months, and 2 years 9 months

These referrals are reported regardless of whether the child is determined to be eligible or ineligible for special education and related services

Children referred as potentially eligible by Part C, for whom parental consent for initial assessment has been received, must have eligibility determined for Part B

If the child is eligible, an IEP must be developed and implemented by their third birthday

Early Childhood Transition Fields

ECReferredDhw: Indicates if the Department of Health and Welfare (DHW), Infant Toddler Program (ITP), referred the student as potentially eligible for special education and related services.

ECDecTim: Indicates if the student's initial eligibility determination was made on or before the student's third birthday. If determined eligible, the individualized Education Program (IEP) must also have been developed on or before the child's third birthday to qualify as Yes.

ECDecLate: If the initial eligibility determination and/or IEP occurred after the child's third birthday, report the number of days beyond the student's third birthdate that the Early Childhood Transition requirements were completed.

ECLateRea: If eligibility determination and/or IEP are late, report the reason for delay.

ECLROther: If eligibility determination for special education and related services was late, and the reason was other, explain.

Resources

Reporting Special education Data in ISEE

60-Day Timeline Indicator 11 Special-Education-Reporting-Guide

ISEE Submission Schedule

Items-and-Collection-Sets ISEE Reporting

Child Count Tool

Idaho Department of Education

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