



November 2022

## IDEA-DA Data Elements Guide

### Secondary Transition

Data Element Number	Data Element Definition	Weight in Model	Data Source	Years Used	Calculation
1.1	Percent of students with IEPs graduating with a regular (5 year) diploma.	7.1%	Student Reporting in Iowa (SRI)	Class of 2018 Class of 2019 Class of 2020	Percent = The number of first-time 9th graders enrolled in the fall five years earlier minus the number of students who transferred out plus the total number of students who transferred in, divided by the number of students in the cohort who graduate with a regular high school diploma in five years or less.
1.2	Percent of students with IEPs who are enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	10.7%	Iowa Workforce Development and National Student Clearinghouse	2017-2018 2018-2019 2019-2020	Percent = The number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school.  Indicator 14C
1.3	Percent of students with IEPs (ages 14 - 21) who exited special education due to dropping out of high school.	7.1%	Student Reporting in Iowa and IMS	2018-2019 2019-2020 2020-2021	Percent = The number of youth with IEPs (ages 14-21) who exited special education due to dropping out divided by the number of all youth with IEPs who exited special education (ages 14-21) due to graduating, reaching maximum age, or dropping out.  Indicator 2



## Child Find

Data Element Number	Data Element Definition	Weight in Model	Data Source	Years Used	Calculation
2.1	Percent of students ages 3-5 enrolled in the fall with an IEP and receiving special education services NO HIGHER THAN ten percentage points above the statewide average.	6.3%	Student Reporting in Iowa	2021-2022 (Single year of data)	<p>Percent = The number of students ages 3-5 enrolled with an IEP divided by the number of all students ages 3-5 enrolled.</p> <p>Districts "Met Criteria" if the district rate (percent) is no higher than ten percentage points above the state average, which is the average of all district rates.</p>
2.2	Percent of students ages 6-21 enrolled in the fall with an IEP and receiving special education services NO HIGHER THAN ten percentage points above the statewide average.	6.3%	Student Reporting in Iowa	2021-2022 (Single year of data)	<p>Percent = The number of students ages 6-21 enrolled with an IEP divided by the number of all students ages 6-21 enrolled.</p> <p>Districts "Met Criteria" if the district rate (percent) is no higher than ten percentage points above the state average, which is the average of all district rates.</p>



Data Element Number	Data Element Definition	Weight in Model	Data Source	Years Used	Calculation
2.3	District was not identified as having a disproportionate representation of racial/ethnic groups due to inappropriate identification.	12.5%	Student Reporting in Iowa	2021-2022 (Single year of data)	<p>Districts “Met Criteria” if they were not identified as having a disproportionate representation of racial/ethnic groups in special education and related services.</p> <p>The State’s definition of disproportionate representation is a risk ratio that exceeds the threshold of 3.50 for any one or more race/ethnicity category for any single year of data. The district’s risk for a race/ethnicity category is calculated by dividing by the number of students with an IEP of each race/ethnicity by the total number of students with an IEP of each race/ethnicity in the district. The district’s risk for a non-race/ethnicity category is calculated by dividing by the number of students with an IEP of each non-race/ethnicity by the total number of students with an IEP of each non-race/ethnicity in the district.</p> <p>Indicator B9</p>



## Conceptual Area – Academic Success

### Academic Success of Students with Significant Intellectual Disabilities

Data Element Number	Data Element Definition	Weight in Model	Data Source	Years Used	Calculation
3.1	Percent of students with an IEP who are eligible for participating in Early Literacy Alternate Assessment (K6) who were at target on all five scales.	1.7%	DLM Aligned K-6 Early Literacy Alternate Assessment	2018-2019 2020-2021 2021-2022	Percent = The number of students with an IEP who were at target on all five scales of the Early Literacy Alternate Assessment divided by the number of students with an IEP who participated in the Early Literacy Alternate Assessment.
3.2	Percent of eligible students who participated in the alternate assessment who met target or advanced criteria for ELA.	1.7%	DLM (Dynamic Learning Maps) Alternate Assessment	2018-2019 2020-2021 2021-2022	Percent = The number of students who met target or advanced criteria for ELA on the alternate assessment divided by the number of students who participated in the alternate assessment.
3.3	Percent of eligible students who participated in the alternate assessment who met target or advanced criteria for math.	1.7%	DLM (Dynamic Learning Maps) Alternate Assessment	2018-2019 2020-2021 2021-2022	Percent = The number of students who met target or advanced criteria for math on the alternate assessment divided by the number of students who participated in the alternate assessment.



## Conceptual Area – Academic Success

### Academic Success of Preschool Students with an IEP

Data Element Number	Data Element Definition	Weight in Model	Data Source	Years Used	Calculation
3.4	Percent of domains (physical, language, cognitive, literacy, and mathematics) where at least 50% of preschool learners with an IEP meet/exceed GOLD Widely Held Expectations spring checkpoints.	1.7%	GOLD Assessment	2018-19 2020-21 2021-22	<p>Percent = The number of domains (physical, language, cognitive, literacy, and mathematics) with at least 50% of preschool learners with an IEP who met or exceeded the GOLD spring checkpoints divided by five (the number of domain areas).</p> <p>Districts “Met Criteria” if, in 4/5 (80%) of domains, at least 50% of preschool learners with an IEP met or exceeded the GOLD spring checkpoints.</p> <p>If a spring checkpoint is not available, the winter checkpoint is used first, then the fall checkpoint.</p>
3.5	Percent of preschool learners with an IEP who receive a majority of their services in the regular early childhood program.	0.6%	IMS and Student Reporting in Iowa (SRI)	2019-2020 2020-2021 2021-2022	<p>Percent = The number of children aged 3 through 5 and in preschool with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program divided by the total number of children aged 3 through 5 and in preschool with IEPs.</p> <p>Indicator 6</p>
3.6	Percent of kindergarten students with an IEP that are at, or above, the fall screening benchmark.	1.7%	Student Success	2018-2019 2020-2021 2021-2022	<p>Percent = The number of kindergarten students with an IEP whose score was at or above benchmark on the fall screening divided by the number of kindergarten students with an IEP who received a score on a default literacy assessment during the fall screening.</p>



## Conceptual Area – Academic Success

### Academic Success of Elementary Students with an IEP

Data Element Number	Data Element Definition	Weight in Model	Data Source	Years Used	Calculation
3.7	Percent of learners with an IEP at/above the spring benchmark on a valid and reliable universal screening tool. (Reading and Math).	1.7%	Student Success	2018-2019 2020-2021 2021-2022	Percent = The number of K-6 students with an IEP whose score was at or above the spring benchmark divided by the number of K-6 students with an IEP who received a score on a default literacy assessment during the spring screening window.
3.8	Percent of learners with an IEP who are below screening benchmark in the fall and then at/above in subsequent testing windows.	1.7%	Student Success	2018-2019 2020-2021 2021-2022	Percent = The number of K-6 students with an IEP whose score was below the fall benchmark and also scored at or above benchmark in the spring window divided by the number of K-6 students with an IEP who were screened in both windows and scored below benchmark in the starting fall window.
3.9	Percent of learners in grade 4 with an IEP who are proficient or above on state required assessments (English language arts).	1.7%	Iowa Statewide Assessment of Student Progress (ISASP)	2018-2019 2020-2021 2021-2022	Proficiency rate percent = The number of children with IEPs scoring at or above proficient against grade level academic achievement standards divided by the total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)].
3.10	Percent of learners in grade 4 with an IEP who are proficient or above on state required assessments (Math).	1.7%	Iowa Statewide Assessment of Student Progress (ISASP)	2018-2019 2020-2021 2021-2022	Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)].
3.11	Percent of learners (grade 4) with an IEP who receive services in regular class setting 80% of the time.	0.6%	Student Reporting in Iowa and IMS	2019-2020 2020-2021 2021-2022	Percent = [(# of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.  Indicator 5



## Conceptual Area – Academic Success

### Academic Success of Middle School Students with an IEP

Data Element Number	Data Element Definition	Weight in Model	Data Source	Years Used	Calculation
3.12	Percent of learners in grade 8 with an IEP who are proficient or above on state required assessments (English language arts).	1.7%	Iowa Statewide Assessment of Student Progress (ISASP)	2018-2019 2020-2021 2021-2022	Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)].
3.13	Percent of learners in grade 8 with an IEP who are proficient or above on state required assessments (Math).	1.7%	Iowa Statewide Assessment of Student Progress (ISASP)	2018-2019 2020-2021 2021-2022	Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)].
3.14	Percent of learners (grade 8) with an IEP who receive services in regular class setting 80% of the time.	0.6%	Student Reporting in Iowa and IMS	2019-2020 2020-2021 2021-2022	Percent = [(# of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.  Indicator 5



## Conceptual Area – Academic Success

### Academic Success of High School Students with an IEP

Data Element Number	Data Element Definition	Weight in Model	Data Source	Years Used	Calculation
3.15	Percent of learners in grade 11 with an IEP who are proficient or above on state required assessments (English language arts).	1.7%	Iowa Statewide Assessment of Student Progress (ISASP)	2018-2019 2020-2021 2021-2022	Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)].
3.16	Percent of learners in grade 11 with an IEP who are proficient or above on state required assessments (Math).	1.7%	Iowa Statewide Assessment of Student Progress (ISASP)	2018-2019 2020-2021 2021-2022	Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)].
3.17	Percent of learners (grade 11) with an IEP who receive services in regular class setting 80% of the time.	0.6%	Student Reporting in Iowa and IMS	2019-2020 2020-2021 2021-2022	Percent = [(# of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.  Indicator 5



## Conceptual Area – Behavior

Data Element Number	Data Element Definition	Weight in Model	Data Source	Years Used	Calculation
4.1	Percent of preschool learners with an IEP who meet/exceed GOLD Widely Held Expectations spring checkpoint in the domain of Social-Emotional.	12.5%	GOLD	2018-2019 2020-2021 2021-2022	<p>Percent = The number of preschool learners with an IEP who met or exceeded GOLD Widely Held Expectations spring checkpoint in the domain of Social-Emotional, divided by the number of preschool learners with an IEP who were assessed in the domain of Social-Emotional.</p> <p>If a spring checkpoint is not available, the winter checkpoint is used first, then the fall checkpoint.</p>
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.	8.3%	Student Reporting in Iowa	2021-2022 (Single year of data)	<p>Districts “Met Criteria” if they were not identified as having a significant discrepancy in the rate of suspensions and expulsions greater than ten days in a school year for children with IEPs.</p> <p>The State’s definition of significant discrepancy is a rate ratio that exceeds the threshold of 3.50 for any single year of data. The State uses both in-school and out-of-school suspensions as well as expulsions in making this calculation. The district’s rate of suspensions or expulsions totaling 10 or more days is compared to the State’s rate of suspensions or expulsions totaling 10 or more days. The district’s rate is calculated by dividing by the number of students with an IEP removed for 10 or more days by the total number of students with an IEP in the district. The calculation for the State’s rate is the same. The rate ratio used to determine significant discrepancy is the district’s rate divided by the State’s rate.</p> <p>Indicator 4B</p>



Data Element Number	Data Element Definition	Weight in Model	Data Source	Years Used	Calculation
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 (applicable to all districts with at least one grade between K-12). It includes both excused and unexcused absences.	4.2%	Student Reporting in Iowa	2018-2019 2019-2020 2020-2021	Percent = The number of students in grades K-12 with an IEP who missed ten percent or more of the total number of days enrolled in a school year divided by the number of students in grades K-12 with an IEP.