Data Collection Process Through SCRAM

Let's Talk
Wimba
November 9, 2010

SCRAM

- The Self Contained and Resource Attendance Management (SCRAM) is a system used to collect special education information for two purposes:
  - 1. to determine State special education funding for the LEA
  - 2. to enable required Federal reporting about disability categories, environments, entry and exit data

LEA SIS to SEA SIS

- Data are collected by each Local Education Agency (LEA) and entered into their local Student Information System (SIS).
  - EX: Power School
- These data are uploaded to the State Data Clearinghouse periodically (3 times) during the school year.
- SEA reports are generated from the Data Clearinghouse and Warehouse.

The SCRAM record contains 10 fields.

- ID
- Student Number
- Disability Type
- Time
- SCRAM Entry Date
- SCRAM Exit Date
- SCRAM Exit Reason
- SCRAM Membership
- Regular Percent
- Environment

Record- ID and Student Number

- The Record –ID section is demographic information that is autofilled from other data in the LEA SIS.
- The unique Student Number identifier is usually autofilled as well.

DISABILITY TYPE: Required-All updates

This column identifies the type of disability under which the student has been determined eligible for special education and related services.

DISABILITY CODES and MEANING

- AU—Autism
- BD—Behavior Disorder (federal "Emotional Disturbance")
- CD—Communication Disorder (federal "Speech or Language Impairment")
- DB—Deaf and Blind (Dual Sensory Impairment)
- DD—Developmental Delay
- (Constraint: Cannot be used for students older than 7)

DISABILITY CODES and MEANING (cont.)

- HI—Hearing Impairment (Deaf)
- ID—Intellectual Disability
- MD—Multiple Disabilities
- OH—Other Health Impairment
- OI—Orthopedic Impairment
- SL—Specific Learning Disorder
- TB—Traumatic Brain Injury
- VI—Visual Impairment (Blind)

TIME

- These data are used to calculate Weighted Pupil Units (WPUs) for allocation of State special education funds.
- If time is entered for PreK, it will be ignored.

TIME-Required K-12

Time is entered as a code as shown below for Grades 1-12:

- A=1-59 minutes of special education/related services
- B= 60-179 minutes of special education/related services
- C= More than 180 minutes of special education/related services

Time-Kindergarten (3 hrs)

- A=1-29 minutes of special education/related services
- B=30-89 minutes of special education/related services
- C=90+ minutes of special education/related services

- This is the procedure to be followed for entering service time for ½ day Kindergarten.
- If you have any feedback or questions, please send it to Paul Peterson by November 10, 2010.

Computing amount of daily special education services time

- The amount of time per day entered in SCRAM must match the amount of time on the IEP.
- If a student does not receive a service daily, then average the weekly or monthly amount of service per day.

EXAMPLE:

- 30 minutes per week of speech as a related service divided by 5 days = 6 minutes per day of speech.

ENTRY DATE–Required

- This is the date the student **first** began receiving special education and related services. The format is **YYYYMMDD.**

EXAMPLE: 20100912

EXIT DATE

- This field is completed **only when the student is no longer eligible for and/or is no longer receiving special education and related services.**
- Enter the date ***following*** the last day the student received special education and related services. The format is **YYYYMMDD**.

EXIT REASON

- This code identifies the reason this student exited special education and related services.
- This must be completed only if a SCRAM EXIT DATE was entered.

EXIT CODES and REASONS

- A—Returned to regular placement
- D—Reached maximum age
- S—Service change (TIME or DISABILITY or ENVIRONMENT CODE)
- X—Exited school
- BLANK—If SCRAM exit date is left blank

SCRAM membership–Required at year end

- This field should reflect the total aggregate days of membership within this SCRAM TIME code accurate up to the day you create the Clearinghouse update file.
- Membership days should be reported in 180 day equivalents

REGULAR PERCENT–Required

- This is the percent of the school day the student receives education in a regular education classroom with nondisabled peers.
- 1—At least 80% of the day
- 2—40–79% of the day
- 3—Less than 40% of the day
- Must be blank for PreK students

ENVIRONMENT–Required

- LEAs collect environment data that inform and reflect the Least Restrictive Environment (LRE) requirement of the IDEA.
- This is the type of educational setting in which the student receives **special education and related services.**
- Grades K to age 22 use one of the following settings:

ENVIRONMENT/SETTING CODES

- H—Homebound/hospitalized
- R—Public Residential
- S—Public Separate Schools
- T—Private Residential Facility
- U—Private Separate School
- V—Regular School Setting
- Y—Correctional Facility (Youth in Custody)

Transition

- For students in post high school transition, or "retained senior" status, one of 2 environment codes will be used:

- S=Public Separate Schools
  - Use for transition programs which are attached to or part of a special school.
- V=Regular School Setting
  - Use for transition programs which are attached to, supervised, or conducted by a regular high school.

State and Federal Reports

- Utah has determined that all LEA data will be submitted directly from the Clearinghouse to EdFacts beginning with the 2010-2011 school year.
- LEA and SEA reports will be compiled by EdFacts.

EdFacts submissions

- LEA data submission deadlines and types of data collections will not change.
- Role of Special Education Director will change
  - Accuracy and accountability are shifted to LEA
  - Work closely with your IT or computer services staff
    - 1. Special education data needs
    - 2. Reporting requirements
    - 3. New federal process (EdFacts) for data submission

- Accuracy of LEA special education data before submissions will be vital.
- The USOE will no longer be able to do the verification and validity checks that have been done for LEAs in the past.
- The negative consequences could involve APR noncompliance, increased monitoring, and funding reductions.

For more information and questions, contact…

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Coming Soon….

- ……..a Data Collection Technical Assistance document prepared by March 2011 and available on line with more detailed information and examples.