







Responsibility for Completing Report

To ensure accuracy, this report must be completed by persons having access to a variety of special education information. This may include:

- superintendent;
- special services director;
- special education teacher(s); or
- superintendent's secretary.

Varies by the type of school in which the child is enrolled, the type of enrollment in the school, and the type of district reporting the child

Summary of Steps to Complete the Data Report

1. Update the Child Count data by:
 - A. entering data directly in the Child Count System,
 - OR
 - B. uploading from SEAS.
2. Complete the End of Year Summary tables.
3. Print reports to review for accuracy.
4. Superintendent will certify that the Child Count information is accurate and true before the deadline date.

Student Data Needed

Before entering any data, make sure you have all the student information you need:

- STN (Student Testing Number)
- Demographic information
- Disability categories
- Program code
- Early Childhood Outcomes if student is under six
- Assessment type
- Exit information for exits since July 1, 2013

Summary Data Needed

Before entering any data, make sure you have all the summary information you need:

- Paraprofessional and other Personnel FTE (full time equivalent) information,
- Discipline for number of general education (without disabilities),
- Early Intervening Services (EIS) for students with and without IEPs,
- Evaluation/Eligibility timelines, and
- Transition from Part C/SoonerStart to Part B.

Section I: Getting Started

Whether you are working on Child Count, End of Year, or uploading from SEAS, getting logged into the Special Education Child Count System is your first step.

DATA CHECK: To work in the Special Education Child Count System, you **MUST** have a username and a password. If they are correct you will get access to the Special Education Child Count System.

Section I: Getting Started

- Access the State Department of Education website: <http://www.ok.gov/sde/>
- Click on the link in blue labeled Single Sign On
- Enter your username and password.
- Notice the help resources under the Sign In box.
- You will see the applications associated with your Username.
- Pick Special Education – Child Count.
- You will see the Child Count Welcome tab.

Section I: Getting Started

- Start to work in the Child Count System
- Click on the District Profile tab.
- Verify you have the correct fiscal year.
- Verify you have the correct county.
- Verify that your district is correct.
- Click on the Child tab.
- You are ready to review and make any changes.

Section II: Find a Student to Edit

- There are two methods:
 - Method One:
 - Click on the Search tab and enter student information.
 - A list of students will be displayed.
 - Method Two:
 - Go to the Child tab and click on the Child List button.
 - Another screen will come up. Click on the Run button and a window will display a list of all students.
- Once you find the student you want, copy the information you need for the student.
- Click on the Child tab to make any necessary changes or corrections.

DATA CHECK: Make sure your are editing the correct student.

Section III: Adding a New Student

- Click on the Child Tab.
- Enter the school site to add a student.
- Click on the New button in the Child Data Form.
- This will bring up a new screen to complete.
- Enter the new information about the student.

DATA CHECK: Do not forget to click the Save button to add the information.

Section IV: Editing or Entering Student Information

Student Testing Number (STN)

- All students MUST have an assigned STN.
- Obtain the STN from your district enrollment staff.
- Exceptions:
 - Three year old students receiving special education services
 - Students in a private school receiving special education services
 - Students attending the School for the Deaf
 - Students attending the School for the Blind

DATA CHECK: This is a good time to check if all students on an IEP are marked in the WAVE.

Section IV: Editing or Entering Student Information

Name

- Enter the students' names EXACTLY as they are entered on your SIS and the WAVE.
- Enter a middle initial if the student has a middle name.

DATA CHECK: Check that name is the same in all data systems.

Date of Birth

- Enter as mm/dd/yyyy.

DATA CHECK: Check that the birthdate is the same in all data systems.

Section IV: Editing or Entering Student Information

Grade

- A drop down menu where you select from the list after clicking the down button

DATA CHECK: Ensure that the grade is the same in all data systems.

Sex

- A drop down menu where you select from the list after clicking the down button

DATA CHECK: Ensure that sex/gender is the same in all data systems.

Section IV: Editing or Entering Student Information

Race/Ethnicity

- This is a two part data element/field.
- Both must be completed.
- Ethnicity is Hispanic: yes or no.
- There must be at least one race identified.

DATA CHECK: Ensure the ethnicity and race is the same in all data systems.

Section IV: Editing or Entering Student Information

Assessment Information: Check boxes

Summer Program.

- Use ONLY if the student's primary disability category is Multiple Disabilities.
- You will also need to indicate this in the Extended School Year (ESY) section.

LEP

- Limited English Proficiency as defined under the Elementary and Secondary Education Act, 20 U.S.C. Section 7801(A)(25).

Extended School Year (ESY)

Out of Home Placement

Section IV: Editing or Entering Student Information

Assessment Information: Participation

- MUST be completed for ALL students
- If the student is young, use the option that best fits
- Three options:
 - Regular Assessment, Oklahoma Core Curriculum Test (OCCT) without Accommodations
 - Regular Assessment (OCCT) with Accommodations, or
 - Oklahoma Alternate Assessment Program (OAAP) Portfolio

DATA CHECK: The assessment type should correspond to the information on the student's IEP.

Section IV: Editing or Entering Student Information

Disability Information: Primary Disability

- Each student MUST have a Primary Disability.

DATA CHECK: This should be the same Primary Disability category as found on the student's MEEGS (Multidisciplinary Evaluation and Eligibility Group Summary).

Section IV: Editing or Entering Student Information

Developmentally Delay (DD) as a Primary Disability

- The district uses DD.
- Student's age must be less than ten years old.
- The following will override DD as the Primary Disability.
 - Hearing Impairment, including Deafness,
 - Visual Impairment, including Blindness, or
 - Deaf-Blindness.
- Student must have a Suspected Disability if the Primary Disability category is Developmentally Delay.

DATA CHECK: This should be the same as found on the student's MEEGS (Multidisciplinary Evaluation and Eligibility Group Summary).

Section IV: Editing or Entering Student Information

Disability Information: Secondary Disability

- A student will have a Secondary Disability category if it is found on the MEEGS.

DATA CHECK: This should be the same Secondary Disability category as found on MEEGS.

Disability Information: Related Services

- Expanded to all 16 services found in IDEA

DATA CHECK: This category should not be the same as Primary or Suspected or Secondary disability.

DATA CHECK: This should be the same Related Service category as found on the IEP.

Section IV: Editing or Entering Student Information

Program code/LRE:

- Each student **MUST** have a program code.
- Program codes are **AGE SPECIFIC**.
- When students turn six years old, their Program Code needs to be changed.

DATA CHECK: These codes should correspond to services provided in the IEP.

Section IV: Editing or Entering Student Information

Exit Information

- Enter information for students with IEPs no longer served by the district and exited between July 1st and June 30th.
- Enter an exit code from the drop down list.
- Enter the exit date using this format: mm/dd/yyyy.

DATA CHECK: Students with an exit code must have an exit date. Both data fields must be completed.

Discipline

- Any disciplinary actions taken throughout the year (July 1st through June 30th)
- You **MUST** answer if services were received when expelled for the remainder of the school year).

Section IV: Editing or Entering Student Information

Early Childhood Outcomes (ECOs)

- For Entry ECO, all students between 3 years old and 5 ½ years old with an IEP should have an ENTRY ECO completed when they enter your district.
- For Exit ECO, all students between 3 years old and 6 years old with an IEP should have an EXIT ECO completed when they:
 - leave your district (moved to another LEA),
 - leave special education services (returned to regular education), OR
 - turn 6 years old (aged out of preschool services).

Section IV: Editing or Entering Student Information

Early Childhood Outcomes (ECOs)

DATA CHECK: Only the dates and summary ratings are reported. However, each district is responsible for maintaining supporting evidence (Child Outcomes Summary Form) for the ratings.

Section IV: Editing or Entering Student Information

Indicator 13 Checklist of Postsecondary Goals

- ANY student who turns 16 by July 1st or entering the 9th grade **MUST** have the Indicator Checklist completed **AND ENTERED**.
- ANY student with an IEP who enters your district and is 16 or in the 9th grade **MUST** have the Indicator Checklist completed **AND ENTERED**.
- The checklist is completed on the first IEP in 9th grade.
- This data is only entered for 16 year old students and to be completed annually.

DATA CHECK: Have a copy of the Indicator 13 Checklist in the students' files or in SEAS.

Section IV: Editing or Entering Student Information

SAVE your work!

- After you have entered or edited student information, save it to the system.
- Click on the Save button.
- The save buttons are found on the top and on the bottom of the Child Data Form.

Section V: End of Year Data Report

Go to the End of Year tab to start the Summary Tables:

- Paraprofessional
- Other Personnel
- Discipline
- Evaluation/Eligibility Timelines
- Three-Year Reevaluations
- Early Childhood Transition
- Early Intervening Services

DATA CHECK: Before you start entering data on these tables, have the information ready.

Section V: End of Year Data Report

Paraprofessionals

Other Personnel

- Only enter the total FTE for each cell.
- Enter service providers employed or contracted serving special education children.
- Prorate time spent providing services to students on an IEP.
- Only include staff who EXCLUSIVELY serve children in special education.

Section V: End of Year Data Report

How to Calculate FTE (full time equivalent) for Each Person

- Enter hours per week the person worked: X
- Enter hours for a full time work week at the district: Y
- Divide the hours worked by the hours for full time: X/Y
- FTE: .ZZ
- Add the staff for each cell in the tables.
- Example:
 - Enter hours per week the person worked: 20
 - Enter hours for a full time work week at the district: 40
 - Divide the hours worked by the hours for full time: $20/40$
 - FTE: .50

Section V: End of Year Data Report

Discipline

- Only enter the total for general education students with long-term suspensions.
- The total for special education students will be populated from the data entered at the student level. You will not have to enter this number.

Section V: End of Year Data Report

Evaluation/Eligibility Timelines

- The numbers should add up to Total Referrals.
- This must be completed if there are any late evaluations.
- Do not forget to enter reasons for late evaluations.
- Have a list identifying students counted as being late for evaluations.

Section V: End of Year Data Report

Three-Year Reevaluations

- Do not include these in the Evaluation/Eligibility Timelines table.
- Include:
 - number of reevaluations that required additional data,
 - number of reevaluations that did not require additional data, and
 - number that were late.

Section V: End of Year Data Report

Early Childhood Transition

- Must be completed any referrals from SoonerStart.
- Include any late evaluations occurred.
- Do not forget to check reasons.
- Have a list identifying students who were found eligible but the evaluation was late.

Section V: End of Year Data Report

Early Intervening Services

- For districts with Project Code 623 (Early Intervening Services or EIS) budgets:
 - Indicate the number of children WITHOUT IEPs who received EIS this year, and
 - Indicate the number of children WITH IEPs who received EIS anytime in the past two years.

DATA CHECK: Check the school year for the time period you are entering data.

Section VI: SEAS Step by Step

Review

- Before the start of the Child Count or End of Year, SEAS sends users information on how to download the data.
- Make all edits on student information in SEAS.
- Download the correct year of student data from SEAS into a file onto your computer.
- Upload the file to the Special Education Child Count System.
- Make any corrections if there are any upload errors.

Section VI: SEAS Step by Step

Prepare all additions and edits in SEAS before entering the District Reporting Site.

- Make the changes reviewed earlier when working in the Child Count System.
- Search for the students that need any edited information.
- Review student information in SEAS.

Section VI: SEAS Step by Step

Download your child count file to your computer

- Pick Reports from the Main Menu.
- Select Child Count.
- Change the Fiscal Year.
- Right click the Export Data link.
- Select Save Target As.
- Save your file with a name and location that will be easy to locate.

Section VI: SEAS Step by Step

Upload to the Special Education Child Count System

- Log into the Special Education Child Count System.
- Go to the Upload tab.
- Place your cursor in the grey box.
- Use the Browse button to help find the file you have downloaded from SEAS.
- Enter that file name in the File Name box.
- Click Upload.
- You will see a message box pop up that tells you that the upload will be replacing the existing data.
- Click OK.

Section VI: SEAS Step by Step

Results of Upload

- If the upload was successful, you will see the message that shows what date and time the upload occurred.
- If the upload was not successful, you will see the message that it failed.
 - Click on View a List of Errors Here.
 - Review the row with the error since there could be other problems.
- Repeat previous steps through the download/upload process until there are no errors.

Section VII: Run Reports for Data Accuracy

Review the Child List Report

- Click on the Reports tab.
- Click on the Child Count report.
- Click on Run Report.
- Select Current from the drop down.
- Click on Run.
- Review the list of students.

DATA CHECK: If you find any errors, go back to correct them now, before the Child Count or the End of Year Data Report is certified.

Section VII: Run Reports for Data Accuracy

Review the Child Count Report

- Click on the Reports tab.
- Click on the Child List report
- Click on Run Report.
- You will see a report that summarizes the students in your district.

DATA CHECK: This report is more useful for Child Count purposes. Use the Oct 1st Count Snapshot once Child Count has been certified for the state.

Section VII: Run Reports for Data Accuracy

Review the Exited Child List report

- Click on Reports tab.
- Click on Exited Child List report
- Click on Run Report.
- Review the list of students.

DATA CHECK: Review any students with Moved Not Known to be Continuing and make corrections if there was a change in their exit description.

Section VII: Run Reports for Data Accuracy

Review the Secondary Transition Reports

- Click on the Reports tab.
- Click on the Secondary Transition Report.
- Click on Run Report.
- There are two options.
- Run both reports and compare.

DATA CHECK: Remember to verify any entered data that is in the student's records and is found on the Indicator 13 Post Secondary Goal Checklist.

Section VII: Run Reports for Data Accuracy

Review the End of Year Report

- Click on the End of Year tab.
- Click on the Printer Friendly button.
- Print the entire set of tables and review them.

Section VIII: Certify the End of Year Data Report

- The district superintendent must login and certify the data being submitted is accurate and true.
- The superintendent's username and password are the only district sign in that will show the certify button.

DATA CHECK: Before the report is certified by the district superintendent, check the data for accuracy.

- The certify button is on the District tab

DATA CHECK: This must be certified before the deadline date. Any activities, late entries, or corrections will be reflected in not meeting the target of 100% for this data submission.

Section IX. Office of Special Education Programs (OSEP) 618 Reports

OSEP requires States to report IDEA Section 618 data annually.

- Table 1: Child Count
- Table 2: Personnel
- Table 3: Preschool and School Age Environments LRE Placement
- Table 4: Exit
- Table 5: Discipline Suspension and Expulsion
- Table 6: Statewide Assessment
- Table 7: Dispute Resolution
- Table 8: Maintenance of Effort (MOE) and Coordinated Early Intervening Services (CEIS)

Section X. Office of Special Education Programs (OSEP) SPP/APR

Each February, the State submits an Annual Performance Report (APR) on the following indicators.

- Indicator 1 Graduation Rates
- Indicator 2 Drop-Out Rates
- Indicator 3 Participation and Performance in Statewide Assessments in Reading and Math
- Indicator 4 Suspension/Expulsion Rates
- Indicator 5 Least Restrictive Environment
- Indicator 6 Preschool Environments
- Indicator 7 Preschool Outcomes
- Indicator 8 Parent Involvement

Section X. Office of Special Education Programs (OSEP) SPP/APR

- Indicator 9 Significant Disproportionality in Relation to Identification
- Indicator 10 Significant Disproportionality in Relation to Disability
- Indicator 11 Child Find
- Indicator 12 Early Childhood Transition
- Indicator 13 Post Secondary Transition
- Indicator 14 Post School Outcomes
- Indicator 15 Correction of Noncompliance

Section X. Office of Special Education Programs (OSEP) SPP/APR

- Indicator 16 Written Complaints (no longer reported in February 2015 report to OSEP)
- Indicator 17 State Systemic Improvement Plan
- Indicator 18 State Mediations
- Indicator 19 State Due Process Resolutions
- Indicator 20 Timely and Accurate Data Submissions

Section XI. District Reports

In addition to the data submissions to OSEP, the data provided by the LEAs also is summarized throughout the year in several reports:

- District Data Profiles,
- District Determinations,
- Significant Disproportionality, and
- For Compliance, Monitoring, or Audits.

These reports are required in IDEA and there are guidelines for reporting. These are referenced in other OSDE SES manuals and handbooks.

Section XII. Resources

- A. Responsibility for Data Reporting
- B. Race and Ethnicity Definitions
- C. Disability Categories
- D. Possible Combinations of Disability Categories
- E. List of Related Services
- F. Early Childhood Program Codes (3-5)
- G. School Age Program Codes (6-21)
- H. Exiting Information

Section XIII. OSDE-SES Technical Assistance

We have expanded our team to help you complete the Child Count. Each REAC3H region is assigned to one of the Compliance, Data, and Finance staff. They will personally be your guide through any questions on our data collection and reporting in addition to helping with finance and compliance activities.

Opens Friday, May 2, 2014
Closes Monday, July 7, 2014

Section XIV. OSDE-SES Technical Assistance Compliance, Data, and Finance Staff

Felicia Denton Regions 5 and 6 (405) 521-4857 Felicia.Denton@sde.ok.gov	Janet Felton Regions 3 and 4 (405) 522-1578 Janet.Felton@sde.ok.gov
Karen Howard Regions 1, 2, and 7 (405) 521-3587 Karen.Howard@sde.ok.gov	Carole Tomlin Regions 8, 9, and 10 (405) 521-2335 Carole.Tomlin@sde.ok.gov
Cynthia Valenzuela Executive Director of Compliance, Data & Finance (405) 521-4872 Cynthia.Valenzuela@sde.ok.gov	
Anita Eccard Director of Finance (405) 521-4865 Anita.Eccard@sde.ok.gov	Mark Everhart Compliance/Complaints Specialist (405) 521-4863 Mark.Everhart@sde.ok.gov

**Section XIV. OSDE-SES
Technical Assistance
Special Education Services Handbooks**

Special Education Services has additional information on our website. Many of the specific questions you have on students with disabilities can often be answered by referring to other handbooks available.

STEP 1. <http://ok.gov/sde/>
 STEP 2. Hover over "Services"
 STEP 3. Select "Special Education" - <http://ok.gov/sde/special-education>
 STEP 4. Scroll down to "Helpful Information"
 STEP 5. Select "Resources for Educators" - <http://ok.gov/sde/documents-forms>

**Section XIV. OSDE-SES
Technical Assistance
SEAS contact information**

- TOLL FREE: (877) 221-7327
- <http://www.okseas.net>
- District contact persons:
 - jill.burroughs@seasweb.net
 - jeni.robison@seasweb.net
 - judy.steele@seasweb.net
 - tracy.hoover@seasweb.net

**Section XIV. OSDE-SES
Technical Assistance
OMES**

If you are having trouble signing in or need other assistance, please contact the OMES Help Desk at (405) 521-2444 or at (866) 521-2444.

EDIT: Attendance and Evaluation

Please take a few seconds to complete the evaluation and receive your certificate of attendance. Thank you.

- <https://www.surveymonkey.com/s/ZJ6H72Y> - April 14, 2014
- <https://www.surveymonkey.com/s/ZQMCZGH> - April 15, 2014
- <https://www.surveymonkey.com/s/ZQZLGFB> - April 21, 2014
- <https://www.surveymonkey.com/s/ZWDQCMD> - April 22, 2014
- <https://www.surveymonkey.com/s/ZWQHQCM> - April 24, 2014
- <https://www.surveymonkey.com/s/ZWF9VHN> - April 25, 2014
