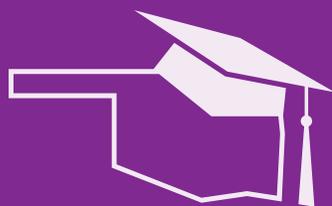


# SPECIAL EDUCATION DATA MANUAL



OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**

Oklahoma State Department of Special Education Services

405-521-3351 • <http://ok.gov/sde/special-education>

# **Special Education Data Collection, Submission, and Reporting**

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# Special Education Data Collection, Submission, and Reporting

## Introduction

This Data Handbook is provided as guidance and support to local education agencies (LEAs) that provide special education and related services to identified students with disabilities under the Individuals with Disabilities Education Act (IDEA) of 2004. This document serves as an overview for LEA personnel new to the data requirements of the IDEA as well as a reference for more experienced Special Education Directors and Data Managers. The document includes brief background information about the required data and practical procedures for data collection and submission. This handbook will focus on detailed step-by-step instructions for the **Child Count** and **End of Year Report**.

The reauthorization of the IDEA in 2004 required states to develop a multi-year State Performance Plan (SPP) to be submitted for approval to the Secretary of Education at the United States Department of Education (USDE), Office of Special Education Programs (OSEP). The SPP includes rigorous goals for specific indicators that are outlined in the Federal statute. In establishing the rigorous goals, states are to analyze baseline data, gather input from stakeholders, and outline recommended activities for achieving proposed targets. Oklahoma's SPP can be located at: <http://www.ok.gov/sde/special-education>. Each state is required to report annually to the USDE-OSEP on the progress toward meeting those targets in the Annual Performance Report (APR) submitted in February of each year.

The USDE-OSEP utilizes the data for national reports as well as to make a determination on the performance of Oklahoma based on the APR Indicators and table submissions. The data are also used to produce reports on the performance of each district in the State via the District Data Profile and District Determination on compliance indicators (4b, 9, 10, 11, 12, 13, 15, and 20).

The Oklahoma State Department of Education (OSDE), Special Education Services (SES), has the responsibility of collecting data to reflect the performance and compliance of special education programs within the State under the IDEA. The OSDE-SES carries out this responsibility through accurate collection, reporting, and analysis of the data that reflects the Federal intent to emphasize a data driven, systematic approach to compliance and evaluation of the impact of special education services on improving academic and social outcomes for students with disabilities.

The OSDE-SES depends on the timely and accurate submission of data from local education agency (LEA). There are several sources of data that are used for reporting special education activities.

- Child Count
- End of Year Report
- Assessment data
- Accountability data
- Parent Survey
- Post-Secondary Survey
- Accountability and Assessment
- Oklahoma Cost Accounting System (OCAS)
- The WAVE, student information system
- Dispute Resolution activities

In Oklahoma, LEAs are required to submit specific Special Education data to the school district reporting site two times per year. These two data collection efforts are:

#### **Child Count**

- One point in time, October 1st
- Snapshot of a school day
- Collected and entered by the districts

#### **End of the Year**

- Period of time, July 1st to June 30th
- Events and activities throughout the school year
- Collected and entered by the districts

### **Data Accuracy and Quality**

The data system has been developed with many data check points and LEAs have many opportunities to maintain and verify the accuracy of their data. LEA staff can edit their data during the open period, that is, until the data entry period is closed. A superintendent must certify the accuracy of reports after each data-entry period. Any changes afterward will result in a penalty for inaccurate data. The OSDE-SES reviews data submissions for errors and anomalies and will contact districts for corrections after each major data-entry period.

LEAs will receive a preliminary data profile after the data collection. All LEAs will have the opportunity to contact the OSDE-SES for data corrections within the time frame given, after receiving the preliminary data profile without penalty. After the correction period data clean up ends, any data change could result in a LEA receiving a finding regarding timely and accurate data reporting (Indicator 20).

It is highly recommended that a district print reports to review for accuracy before the superintendent certifies the Child Count or the End of Year Data Report. Under the Reports tab, you can print copies of results to review. The OSDE will facilitate and support districts in submitting accurate and timely data. However, the accuracy and timeliness of data submission is a responsibility of the district.

The APR specifies the requirements for accurate and timely data submissions from districts to the OSDE-SES, and from the OSDE-SES to OSEP.

**DATA CHECK: Throughout the handbook, you will see “DATA CHECK” reminders that will point out places to review your data for accuracy.**

### **Responsibility for Reporting Data on Students with an IEP**

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);
- superintendent’s secretary, etc.

Each district should have a designated person. This will vary 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.

**DATA CHECK: Please share any updates and changes with staff who work with the special education data in your district.**

### **Data Collection Step by Step**

LEAs self-report data through the **School District Reporting Site, Special Education – Child Count System**. The OSDE-SES offers training each year for both data collections. Districts are encouraged to have staff watch the webinars or webcasts and review the updated instructions for each data collection. In addition, the OSDE-SES staff is always available for districts requesting technical assistance.

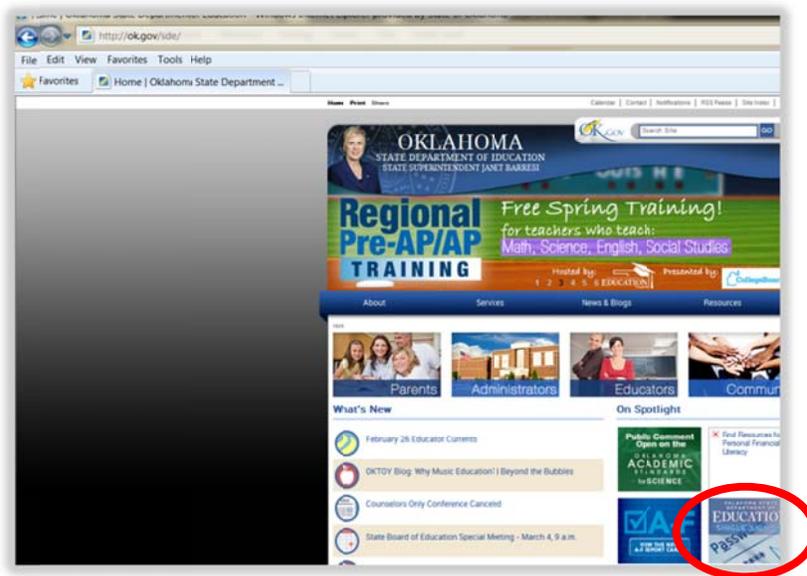
## SECTION I. Getting Started

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.

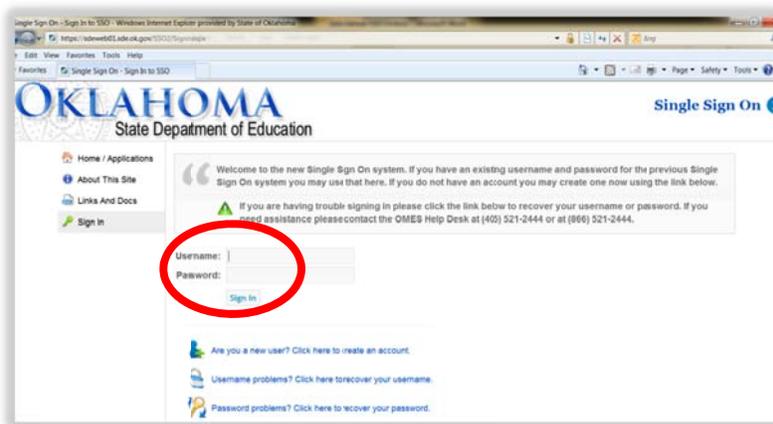
### STEP 1. Login to Single Sign On in the School District Reporting Site

- A. Begin by accessing the Oklahoma State Department of Education website: <http://www.ok.gov/sde/>.
- B. From the home page click on the link in blue labeled Single Sign On to access your account.

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



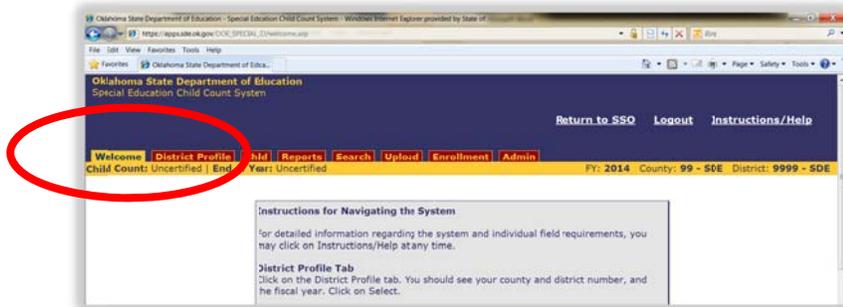
- C. Enter your username and password.



- D. Notice the help resources under the Sign In box.
- E. You will see the applications associated with your Username.
- F. Pick Special Education – Child Count.



- G. You will see the Child Count Welcome tab.



**STEP 2. Start to work in the Child Count System**

- A. Click on the District Profile tab.
- B. Enter the fiscal year.



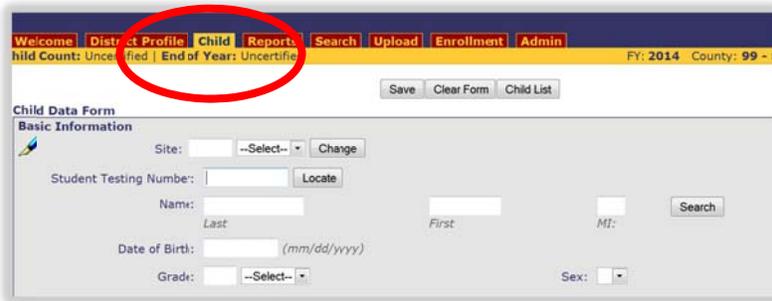
C. Verify you have the correct county.



D. Verify that your district is correct.



E. Click on the Child tab.



**STEP 3.** You are ready to review and make any changes or corrections.

## SECTION II. Working in the Child Count System: Finding a Student to Edit

### Review Summary Steps to Complete Report

- A. Update the Child Count or the End of Year data by editing information or adding a new student:
  1. Enter data directly in the Child Count System, OR
  2. Upload from SEAS.
- B. Print reports to review for accuracy.
- C. Your superintendent must certify that the Child Count information is accurate and true before the deadline date.

**DATA CHECK: Before entering any information, gather all the data on the. It will save time and more accurate information will be entered.**

### STEP 1. Finding a student to edit (two methods)

- A. Method One:
  1. Click on the Search tab.
    - a. Type in Last Name and First Name, OR
    - b. Enter the STN in the Id: box
    - c. Click on the Search button
  2. A list of students will be displayed.
  3. Obtain the information you need for the student.

Child Search Form

Id:

Last Name: smith

First Name: john

County:

District:

Search by Last Name for: smith in FY: 2014 Co: District:

Name	DOB	ID	County	District	School
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4. Click on the Child tab to make any necessary changes or corrections.

B. Method Two:

1. Go to the Child tab.
2. Click on the Child List button.



3. Another screen will come up.
4. Click on the Run button.



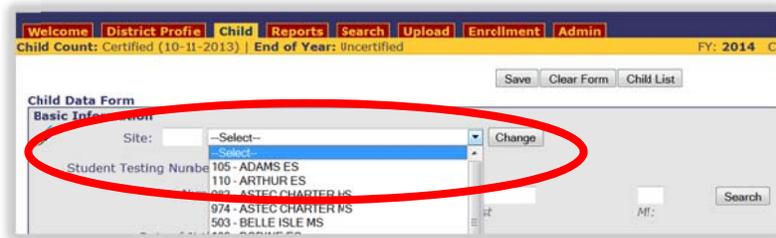
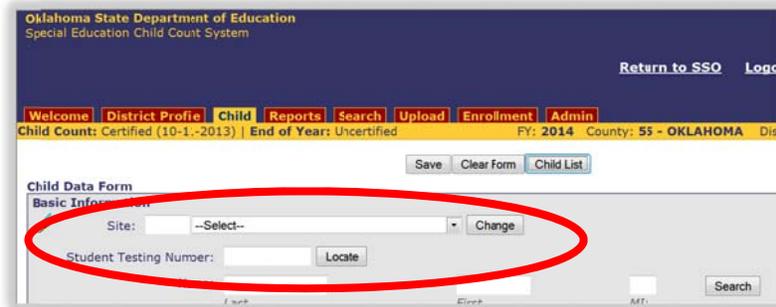
5. Another window will be display a list of all students.
6. This is where you can find information on the student to look up.



**STEP 2. Click on the Child tab to locate a student to edit information**

- A. Enter the Site and the Student Testing Number.
- B. Click on the Locate button.
- C. The student's Child Data Form will populate with the current information in the system.

**DATA CHECK: Check other data fields to make sure that this is the correct student to edit.**



### SECTION III. Working in the Child Count System: Adding a new student

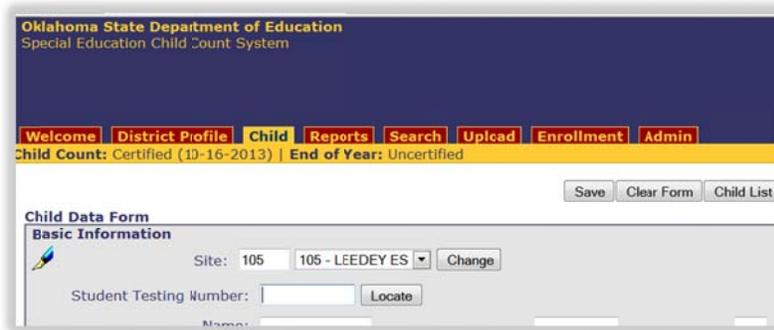
**STEP 1.** Click on the Child Tab.

**STEP 2.** Enter the site to add a student.

**STEP 3.** Click on the New button.



**STEP 4.** This will bring up a new screen.



**STEP 5.** Enter the new information about the student.

**DATA CHECK:** Do not forget to click on the Save button to have the information added to the system.

## SECTION IV. Working in the Child Count System: Editing or Entering Student Information

### STEP 1. Student Testing Number (STN) (Check at Child Count and at the End of Year Data Report)

- A. All students **MUST** have an assigned STN.
- B. Obtain the STN from your district enrollment staff.
- C. **A few exceptions to this:**
  - 1. Three year old students receiving special education services.
  - 2. Students in a private school and receiving special education services.
  - 3. Students attending the School for the Deaf.
  - 4. 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 and your Student Information System (SIS). Also, make sure the STN is in SEAS.

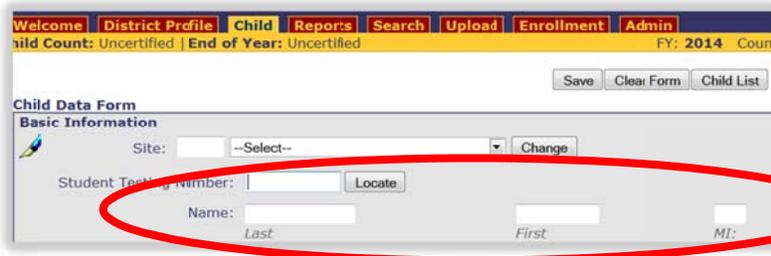


The screenshot shows the 'Child Data Form' interface. At the top, there are navigation tabs: 'Welcome', 'District Profile', 'Child', 'Reports', 'Search', 'Upload', and 'Enrollment'. Below the tabs, it says 'Child Count: Uncertified | End of Year: Uncertified'. The main form area is titled 'Child Data Form' and 'Basic Information'. There is a 'Site' dropdown menu and a 'Change' button. The 'Student Testing Number' field is highlighted with a red oval, and there is a 'Locate' button next to it. There are also 'Save' and 'Clear' buttons at the top right of the form area.

### STEP 2. Name (Check at Child Count and at the End of Year Data Report)

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

**DATA CHECK:** Check that spelling and name are the same in all data systems.



The screenshot shows the 'Child Data Form' interface. At the top, there are navigation tabs: 'Welcome', 'District Profile', 'Child', 'Reports', 'Search', 'Upload', 'Enrollment', and 'Admin'. Below the tabs, it says 'Child Count: Uncertified | End of Year: Uncertified' and 'FY: 2014 Count'. The main form area is titled 'Child Data Form' and 'Basic Information'. There is a 'Site' dropdown menu and a 'Change' button. The 'Student Testing Number' field is highlighted with a red oval, and there is a 'Locate' button next to it. Below that, the 'Name' field is highlighted with a red oval, and it is split into 'Last', 'First', and 'MI' (Middle Initial) sub-fields. There are also 'Save', 'Clear Form', and 'Child List' buttons at the top right of the form area.

**STEP 3. Date of Birth (Check at Child Count and at the End of Year Data Report)**

- A. Enter as mm/dd/yyyy.
  - 1. Example 1: Susie’s birthday is January 17, 2005.
    - a. Enter it as 01/17/2005.
  - 2. Example 2: Sport’s birthday is March 4, 2007.
    - a. Enter it as 03/04/2007.
- B. When you enter the birthdate, you will see the student’s age on October 1<sup>st</sup> (Child Count) and on June 30<sup>th</sup> (the last day of the year). These dates are important because they are used in calculations to determine additional student data needed.

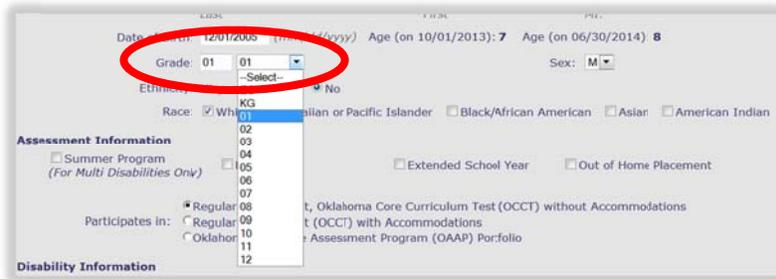
**DATA CHECK: check that the birthdate is the same in all data systems that your school uses.**



**STEP 4. Grade (Check at Child Count and at the End of Year Data Report)**

- A. This is a drop down menu where you select from the list after clicking on the down button.

**DATA CHECK: Ensure that the grade is the same in all data systems that your school uses.**



**STEP 5. Sex (Check at Child Count and at the End of Year Data Report)**

- A. This is a drop down menu where you select from the list after clicking on the down button. There are two choices for gender: M or F.

**DATA CHECK: This is a good time to ensure that sex/gender is the same in all data systems.**



**STEP 6. Race/Ethnicity (Check at Child Count and at the End of Year Data Report)**

- A. This is a two part data element/field. **Both must be completed.**
  - 1. Ethnicity is Hispanic: yes or no.
  - 2. There must be at least one race identified.
- B. Refer to the table of definitions in the Appendix.

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

The screenshot shows a 'Data Form' with the following fields: Site (dropdown), Student Testing Number (text), Name (Last, First, MI), Date of Birth (mm/dd/yyyy), Grade (dropdown), Sex (dropdown), Ethnicity (Hispanic: Yes/No), and Race (checkboxes for White, Hawaiian or Pacific Islander, Black/African American, Asian, American Indian). A red oval highlights the Grade, Ethnicity, and Race fields.

**STEP 7. Assessment Information: Check boxes (Check at Child Count and at the End of Year Data Report)**

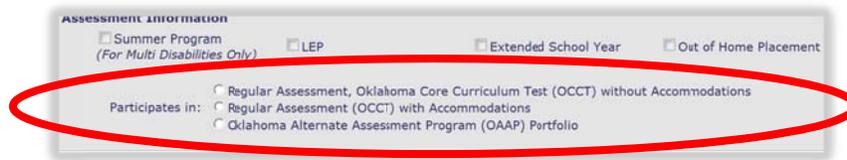
- A. Summer Program.
  - 1. Use ONLY if the student's primary disability category is Multiple Disabilities.
  - 2. Did the child receive summer program services within the fiscal year of data collection? If yes, indicate so here.
  - 3. You will also need to indicate this in the Extended School Year (ESY) section.
- B. LEP means Limited English Proficiency as defined under the Elementary and Secondary Education Act, 20 U.S.C. Section 7801(A)(25).
- C. Extended School Year (ESY).
  - 1. Did the child receive summer program services within the fiscal year of data collection? If yes, indicate so here.
- D. Out of Home Placement.

The screenshot shows the 'Assessment Information' section with the following checkboxes: Summer Program (For Multi Disabilities Only), LEP, Extended School Year, and Out of Home Placement. Below these are radio buttons for 'Participates in': Regular Assessment, Oklahoma Core Curriculum Test (OCCT) without Accommodations; Regular Assessment (OCC) with Accommodations; and Oklahoma Alternate Assessment Program (OAAP) Portfolio. A red oval highlights the four checkboxes.

**STEP 8. Assessment Information: Participation (Check at Child Count and at the End of Year Data Report)**

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

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



**STEP 9. Disability Information: Primary Disability (Check at Child Count and at the End of Year Data Report)**

- A. Each student MUST have a Primary Disability.
- B. For Developmental Delays (DD) as a Primary Disability, please note:
  - 1. The district uses DD as noted in the LEA Assurances/Agreements.
  - 2. Student's age must be less than ten years old.
    - a. When a student turns ten, they must have a category.
    - b. The age is calculated based on the Child Count date or the End of Year date.
  - 3. However the following will override DD as the Primary Disability.
    - a. Hearing Impairment, including Deafness,
    - b. Visual Impairment, including Blindness, or
    - c. Deaf-Blindness.
- C. Refer to the table of definitions in the Appendix.

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



**STEP 10. Disability Information: Suspected Disability (Check at Child Count and at the End of Year Data Report)**

- A. Each student must have a Suspected Disability *if the Primary Disability category is Developmental Delays.*
- B. Refer to the table of definitions in the Appendix.

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

The screenshot shows a 'Disability Information' form. The 'Primary Dis.' dropdown is set to '15 - Developmental Delays'. The 'Suspected Dis.' dropdown is set to '5 - Speech or Language Impairment', which is circled in red. Below it, a list of disability categories is visible, including '3 - Hearing Impairment, including Deafness', '5 - Speech or Language Impairment', '6 - Visual Impairment, including Blindness', '7 - Emotional Disturbance', '8 - Orthopedic Impairments', '9 - Other Health Impairments', '10 - Specific Learning Disability', '11 - Deaf-Blindness', '12 - Multiple Disabilities', '13 - Autism', '14 - Traumatic Brain Injury', and '16 - Intellectual Disabilities'. Other fields include 'Secondary Disability', 'Program code: 4', and a 'Discipline' table with columns for '#Times' and '#Days'.

**STEP 11. Disability Information: Secondary Disability (Check at Child Count and at the End of Year Data Report)**

- A. A student will have a Secondary Disability category if it is found on the MEEGS
- B. Refer to the table of definitions in the Appendix.

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

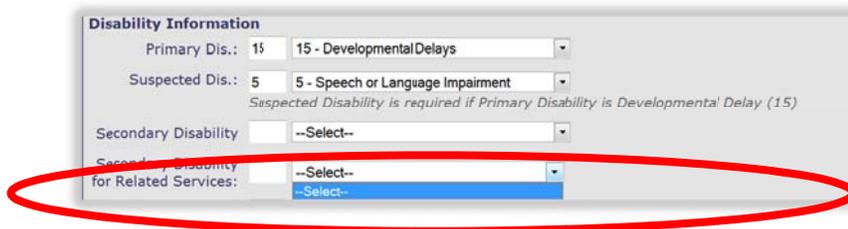
The screenshot shows the same 'Disability Information' form. The 'Primary Dis.' dropdown is '15 - Developmental Delays' and the 'Suspected Dis.' dropdown is '5 - Speech or Language Impairment'. The 'Secondary Disability' dropdown is set to '--Select--', which is circled in red. The list of disability categories below is partially visible, including '3 - Hearing Impairment, including Deafness', '5 - Speech or Language Impairment', '6 - Visual Impairment, including Blindness', and '7 - Emotional Disturbance'. Other fields like 'Program code: 4' and the 'Discipline' table are also present.

**STEP 12. Disability Information: Related Services (Check at Child Count and at the End of Year Data Report)**

- A. A student MAY have a Related Service.
  - 1. These services must be documented on the child’s IEP. The provision of a related service may be provided in addition to services typically provided for the child’s primary disability category. Districts will report related services provided for a secondary disability by indicating the related service that is most closely related to the suspected secondary disability (e.g., A child with the primary disability of serious emotional disturbance might have a secondary disability of orthopedic impairment and need the related service of physical therapy).

**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.**



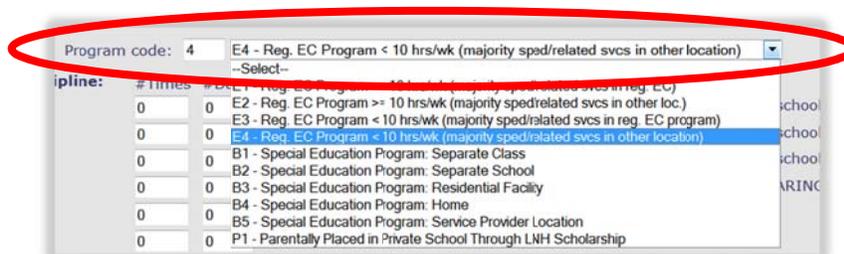
**STEP 13. Program code/LRE (Check at Child Count and at the End of Year Data Report)**

- A. Each student MUST have a program code.

**DATA CHECK: Program codes are AGE SPECIFIC.**

- B. EC codes are for students who are 3 through 5 years old. Once a student turns six, the code will change.
  - 1. Ask “Is the student 3 to 5 years old?”
  - 2. To identify the correct program code, consider:
    - a. The location of Early Childhood program and
    - b. Where the Special Education services are received.

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



C. Program Codes for ages 6-21

1. When students turn six years old, their Program Code needs to be changed.

**DATA CHECK: Changes should occur in ALL data systems used by the district to capture this information.**

Program code:	1	Inside the regular class 80% or more of the day
pline:	#Times	#Days
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0
	0	0

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

**STEP 14. Exit Information (Check at Child Count and at the End of Year Data Report)**

- A. Enter information for students with IEPs no longer served by the district and exited between July 1<sup>st</sup> and October 1<sup>st</sup>.
- B. Enter an exit code from the drop down list.

Exiting Code: --Select--  
Exiting Date: 01 - Return to Regular Education  
02 - Graduation with Diploma  
03 - Reached Maximum Age  
04 - Died  
05 - Moved, Known to be continuing  
06 - Moved, not Known to be Continuing  
07 - Dropped out  
08 - Completed Highest Level in Elem. District  
09 - Parent Revocation  
10 - Parent Revocation

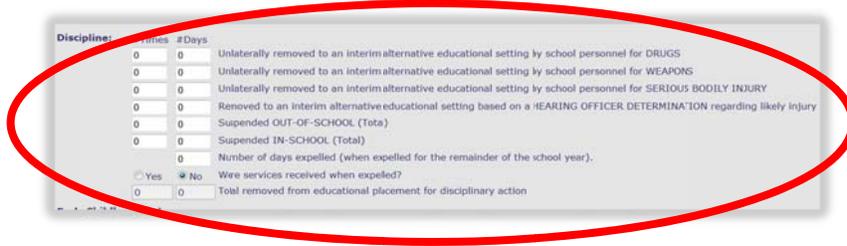
- C. Enter the exit date using this format: mm/dd/yyyy.

Exiting Code: --Select--  
Exiting Date: (mm/dd/yyyy)

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

**STEP 15. Discipline (Only completed on the End of Year Data Report)**

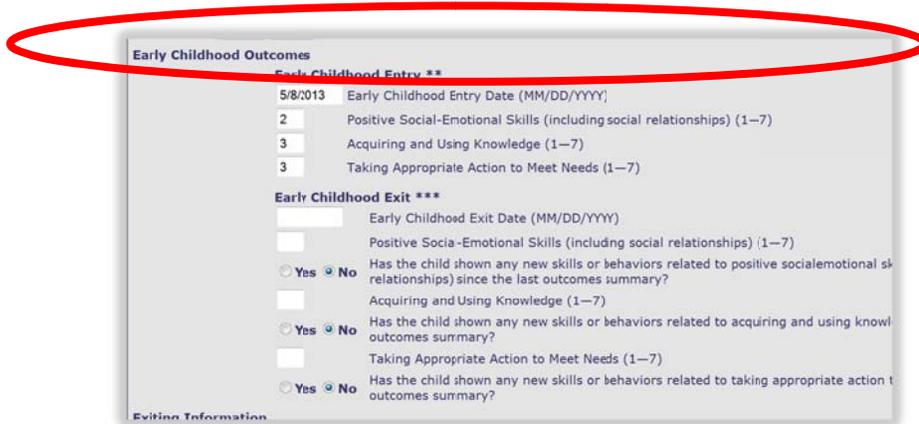
- A. This is for any disciplinary actions taken throughout the school year.
- B. You **MUST** answer “Were services received when expelled?” for all students who have “Number of days expelled (when expelled for the remainder of the school year).”



**STEP 16. Early Childhood Outcomes (ECOs) (Only completed on End of Year Data Report)**

**DATA CHECK: ECOs are age specific.**

- A. **MUST** be completed on ALL students between 3 and 6 years old when they enter and leave your district.



- B. Use the Child Outcomes Summary Form to collect ratings.
  - 1. Entry ECO
    - a. 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.
    - b. Must have a date. **HINT: the IEP date is a good to use.**
    - c. Must have a rating for each of the three areas.

**Early Childhood Outcomes**

**Early Childhood Entry \*\***

5/8/2013 Early Childhood Entry Date (MM/DD/YYYY)

2 Positive Social-Emotional Skills (including social relationships) (1-7)

3 Acquiring and Using Knowledge (1-7)

3 Taking Appropriate Action to Meet Needs (1-7)

**Early Childhood Exit \*\*\***

Early Childhood Exit Date (MM/DD/YYYY)

Positive Socia-Emotional Skills (including social relationships) (1-7)

Has the child shown any new skills or behaviors related to positive socialemotional sk relationships) since the last outcomes summary?

Yes  No

Acquiring and Using Knowledge (1-7)

Has the child shown any new skills or behaviors related to acquiring and using knowl outcomes summary?

Yes  No

Taking Appropriate Action to Meet Needs (1-7)

Has the child shown any new skills or behaviors related to taking appropriate action t outcomes summary?

Yes  No

Exiting Information

2. Exit ECO

- a. ALL students between 3 years old and 6 years old with an IEP should have an EXIT ECO completed when they:
  - i. leave your district (moved to another LEA),
  - ii. leave special education services (returned to regular education), OR
  - iii. turn 6 years old (aged out of preschool services).
- b. Must have a date.
- c. Must have a rating for each of the three areas.
- d. Must note if there was improvement or not.

**Early Childhood Outcomes**

**Early Childhood Entry \*\***

5/8/2013 Early Childhood Entry Date (MM/DD/YYYY)

2 Positive Social-Emotional Skills (including social relationships) (1-7)

3 Acquiring and Using Knowledge (1-7)

3 Taking Appropriate Action to Meet Needs (1-7)

**Early Childhood Exit \*\*\***

Early Childhood Exit Date (MM/DD/YYYY)

Positive Socia-Emotional Skills (including social relationships) (1-7)

Has the child shown any new skills or behaviors related to positive socialemotional sk relationships) since the last outcomes summary?

Yes  No

Acquiring and Using Knowledge (1-7)

Has the child shown any new skills or behaviors related to acquiring and using knowl outcomes summary?

Yes  No

Taking Appropriate Action to Meet Needs (1-7)

Has the child shown any new skills or behaviors related to taking appropriate action t outcomes summary?

Yes  No

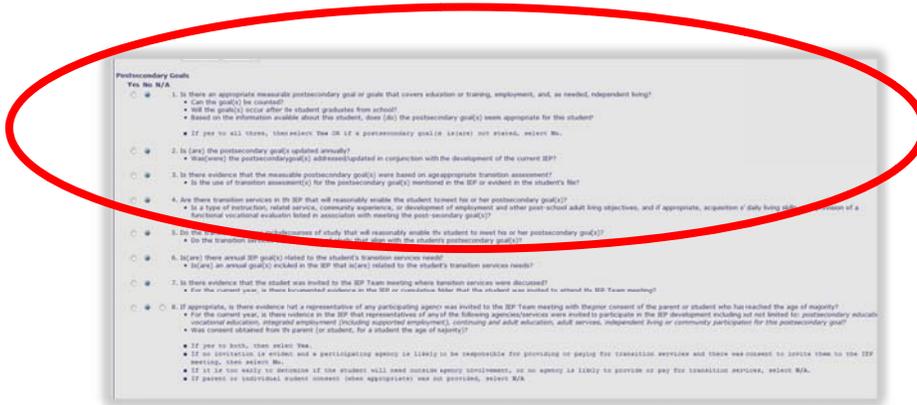
Exiting Information

**DATA CHECK: Only the summary ratings on a scale of 1 (not yet) to 7 (completely) are reported through the Special Education Child Count System. However, each district is responsible for maintaining supporting evidence for the ratings.**

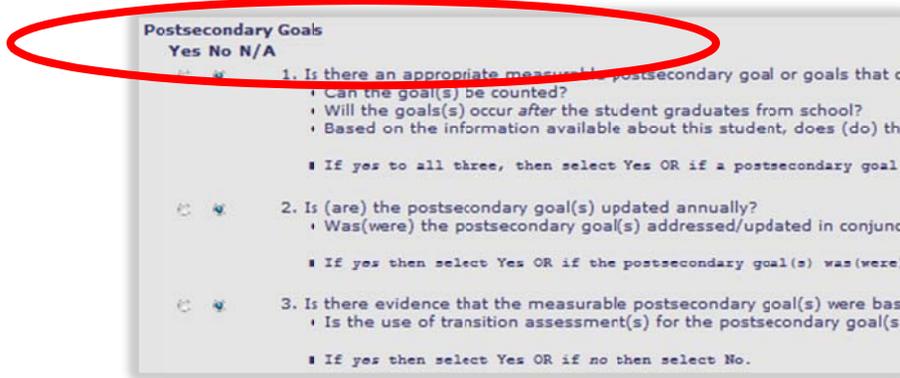
**STEP 17. Indicator 13 Checklist of Postsecondary Goals (Only completed on the End of Year Data Report)**

- A. ANY student who turns 16 by July 1<sup>st</sup> or entering the 9<sup>th</sup> grade MUST have the Indicator Checklist completed AND ENTERED.
- B. ANY student with an IEP who enters your district and is 16 or in the 9<sup>th</sup> grade MUST have the Indicator Checklist completed AND ENTERED.
- C. The checklist is completed on the first IEP in 9<sup>th</sup> grade.
- D. 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.**



E. Detail of Indicator 13 Checklist data entry.

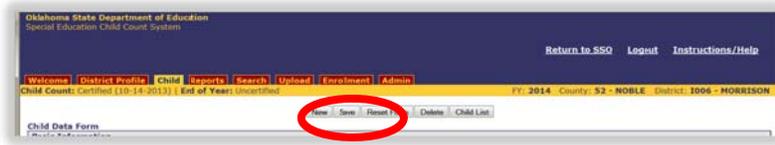


**STEP 18. SAVE your work!**

- A. After you have entered or edited student information, save it to the system.
- B. Click on the Save button.
- C. The save buttons are found on the top:



- D. And, here.



- E. And, on the bottom of the Child Data Form.



## **SECTION V. End of Year Data Report: District Summary Information**

### **Review the purpose of the End of Year Data Report**

Collects information on activities and changes that occurred over the school year:

1. Updated information about students,
2. Information on students who started special education services in a district,
3. Students who exited special education services in a district, and
4. Summary information on several special education services activities in a district.
  - a. Paraprofessionals
  - b. Other Service Providers
  - c. Child Find
  - d. Transition from C to B
  - e. Reevaluations
  - f. Early Intervening Services (EIS)

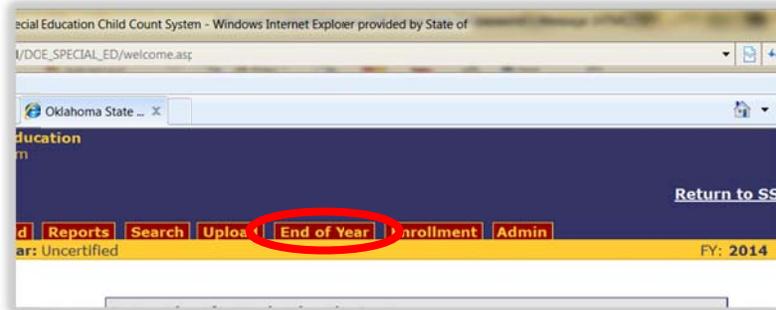
### **STEP 1. Review the steps for End of Year Data Report**

- A. Update the **Child Count** data by
  1. Entering directly in the Child Count System (see Section V), **OR**
  2. Uploading from SEAS.
- B. Complete the **End of Year** summary tables found in the **District Reporting Site**.
- C. Print reports to review data for **accuracy**.
- D. Your superintendent will **certify** that the End of Year information is accurate and true before the deadline date.

### **STEP 2. Summary Data Needed.** Before entering any data, make sure you have all the information you need:

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

**STEP 3. Start to complete End of Year Summary Tables by going to the End of Year Tab**



**STEP 4. Paraprofessionals**

A. Only enter the total FTE for each cell.

	(1) FTE - QUALIFIED	(2) FTE - NOT QUALIFIED	(3) TOTAL FTE
SPECIAL EDUCATION PARAPROFESSIONALS FOR AGES 3 – 5			calculated
SPECIAL EDUCATION PARAPROFESSIONALS FOR AGES 6 – 21			calculated
TOTAL FTE	calculated	calculated	calculated

**STEP 5. Other Personnel**

A. Only enter the total FTE for each cell.

RELATED SERVICES PERSONNEL	(1) FTE - FULLY CERTIFIED	(2) FTE - NOT FULLY CERTIFIED	(3) TOTAL FTE
1. AUDIOLOGISTS			calculated
2. SPEECH-LANGUAGE PATHOLOGISTS			calculated
3. INTERPRETERS			calculated
4. PSYCHOLOGISTS			calculated
5. OCCUPATIONAL THERAPISTS			calculated
6. PHYSICAL THERAPISTS			calculated
7. PHYSICAL EDUCATION TEACHERS AND RECREATION AND THERAPEUTIC RECREATION SPECIALISTS			calculated
8. SOCIAL WORKERS			calculated
9. MEDICAL/NURSING SERVICE STAFF			calculated
10. COUNSELORS AND REHABILITATION COUNSELORS			calculated
11. ORIENTATION AND MOBILITY SPECIALISTS			calculated

- B. Additional items to consider:
1. Enter service providers employed or contracted serving special education children.
  2. For professional staff, be sure to prorate time spent providing services to students on an IEP.
  3. For other staff, only include staff who EXCLUSIVELY serve children in special education.

**STEP 6. How to Calculate FTE**

- A. For each type of personnel, figure the FTE then add for each cell.

<b>How to Calculate the FTE (full time equivalent)</b>	
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

- B. Example 1:

<b>How to Calculate the FTE (full time equivalent)</b>	
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

- C. Example 2:

<b>How to Calculate the FTE (full time equivalent)</b>	
Enter hours per week the person worked:	20
Enter hours for a full time work week at the district:	35
Divide the hours worked by the hours for full time:	20/35
FTE:	.57

**STEP 7. Discipline**

A. Only enter the total for general education students with long-term suspensions.

Table: Number of children with long-term suspensions/expulsions (btalling > 10 days) [v]

Update << Prev Next >> Preview All Printer Frierdly

**Number of children with long-term suspensions/expulsions (totalling >10 days) ?**

Accreditaion Report, October 1 District Total Enrollment	of this number, how many are classified as special education as reported on the October 1 Child Count?	(1a) 246	Number of children classified as special education with long-term suspensions	(2a) 0	(2)/(1) X 100: 0.00
Accreditaion Report, October 1 District Total Enrollment	of this number, how many are regular education students?	(1b) -246	Number of children classified as regular education with long-term suspensions	(2b)	(2)/(1) X 100:

B. 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.

Table: Number of children with long-term suspensions/expulsions (btalling > 10 days) [v]

Update << Prev Next >> Preview All Printer Frierdly

**Number of children with long-term suspensions/expulsions (totalling >10 days) ?**

Accreditaion Report, October 1 District Total Enrollment	of this number, how many are classified as special education as reported on the October 1 Child Count?	(1a) 246	Number of children classified as special education with long-term suspensions	(2a) 0	(2)/(1) X 100: 0.00
Accreditaion Report, October 1 District Total Enrollment	of this number, how many are regular education students?	(1b) -246	Number of children classified as regular education with long-term suspensions	(2b)	(2)/(1) X 100:

**STEP 8. Evaluation/Eligibility Timelines**

- A. The numbers in the highlighted cells should add up to **Total Referrals**.
- B. This must be completed if there are any late evaluations. Do not forget to enter reasons for late evaluations.
- C. Have a list identifying students counted in 2.d. below.

	Number Of evaluations
<b>Total Referrals</b>	<b>6</b>
1. Evaluations completed within 45 school days	3
2. Evaluations not completed within 45 school days:	
a. Child changed districts prior to eligibility determination	1
b. Parent failed or refused to produce the child	1
c. Parent refusal to sign consent for evaluation caused delays in evaluation or initial services	0
d. All other late evaluations	1
For all evaluations not completed within 45 school days, please indicate the MAXIMUM number of days BEYOND the 45th day needed to complete the most tardy evaluation.	15
<b>Reasons why evaluations not completed within 45 days (Must select all that apply for late evaluations)</b>	
LEA failure to follow appropriate procedures	
Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary	
Lack of appropriate resources	
Breaks in school calendars	
Staff not on contract	

**STEP 9. Three-Year Reevaluations**

A. This is the total of (1) and (2).

	(1)	(2)	(3)
<b>Total number of three-year reevaluations completed during the school year</b>	Number of three-year reevaluations completed <i>NOT</i> requiring additional data	Number of three-year reevaluations completed <i>Requiring</i> additional data	Of those in (1) and (2), number that met the three-year timeline
6	0	6	6

(1) Reevaluation completed without further evaluation through review of existing data and completion of an IEP Review.  
 (2) Reevaluation completed with further evaluation and completion of a MEEGS or IEP Review.  
 (3) Figure completion of three-year reevaluation from the date of the previous MEEGS or date of previous reevaluation.

**STEP 10. Early Childhood Transition**

- A. This is be the total of the cells in yellow.
- B. Must be completed if any late evaluations occurred.
- C. Do not forget to check reasons.
- D. Have a list identifying students counted in 5 below.

Type of Transition:	Number of Children
<b>Total referred directly from SoonerStart (# of children who have been served in SoonerStart and referred for eligibility determination):</b>	
1. Determined not eligible; determination completed before 3rd birthday (# of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays).	
2. Number of Students Found Eligible for Part B and IEP completed on or before 3rd birthday (# of those found eligible who have an IEP developed and implemented by their third birthdays)	
3. Parent refused consent or declined services (# of children for whom parent refusal to provide consent caused delays in evaluation or initial services)	
4. Number of children who were referred to Part C less than 90 days before their third birthday (# of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays).	
5. IEP not completed on 3rd birthday and not included in above groups	
For all eligibility determinations and IEPs not completed by the 3rd birthday, indicate the maximum number of days beyond the 3rd birthday to implement the most tardy IEP.	
<b>Reasons why evaluations not completed within 45 days (select all that apply)</b>	
1. LEAs' failure to follow appropriate procedures	
2. Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary	
3. Lack of appropriate resources	
4. Breaks in school calendars and/or staff not on contract	
5. Late referral from SoonerStart	

**STEP 11. Early Intervening Services**

- A. For districts with **Project Code 623 (Early Intervening Services or EIS)** budgets:
1. Indicate the number of children **WITHOUT IEPs** who received EIS this year, **and**
  2. Indicate the number of children **WITH IEPs** who received EIS anytime in the past two years.
- B. **NOTE:** The current school year will appear correctly for the time period you are entering data.

Total Count	Description and instructions
	<p>Total number of children receiving CEIS under the IDEA in the LEA/ESA during SY <b>2012-13</b>. Report the total number of children who received CEIS under IDEA at any point during the course of the reporting year. This is an unduplicated count. This count should include children who received CEIS regardless of whether the Part B funds to support the services were required to be set aside or voluntarily set aside. A child should be included in this count whether the child received CEIS and was later determined to be eligible for special education and related services during the same or subsequent reporting year or was not determined eligible for special education and related services.</p>
	<p>Total number of children who received CEIS under the IDEA anytime in the past two school years (including SY <b>2010-11</b>, SY <b>2011-12</b>, and SY <b>2012-13</b>) and received special education and related services in SY <b>2012-13</b>. Report the total number of children who received CEIS under IDEA anytime in the past two school years (including SY <b>2010-11</b>, SY <b>2011-12</b>, and SY <b>2012-13</b>) and received special education and related services in <b>2012-2013</b>. This is an unduplicated count.</p>

## SECTION VI. SEAS Step by Step

### Review downloading student data from SEAS

- A. Before the start of the **Child Count** or **End of Year**, SEAS sends users information on how to download the data.



- B. Make all edits on student information in SEAS.
- C. Download the correct year of student data from SEAS into a file onto your computer.
- D. Upload the file to the Special Education Child Count System.
- E. Make any corrections if there should be upload errors.

### STEP 1. Prepare all additions and edits in SEAS before entering the District Reporting Site. Make the changes that we reviewed earlier when working in the Child Count System.

- A. Search for the students that need any edited information.

B. Review student information in SEAS.

A screenshot of the SEAS 'Student Information - Demographics' form. The title 'Student Information - Demographics' is circled in red. The form contains various fields for student data, including Name (Jilly Hock), Birthdate (01/02/2000), Age (13), Sex (F), Grade (03), Ethnicity (N), and ID# (375375375). Other fields include Race, Medication, and Special Education placement options.

**STEP 2. When you are done with changes**

A. Pick Reports from the Main Menu.

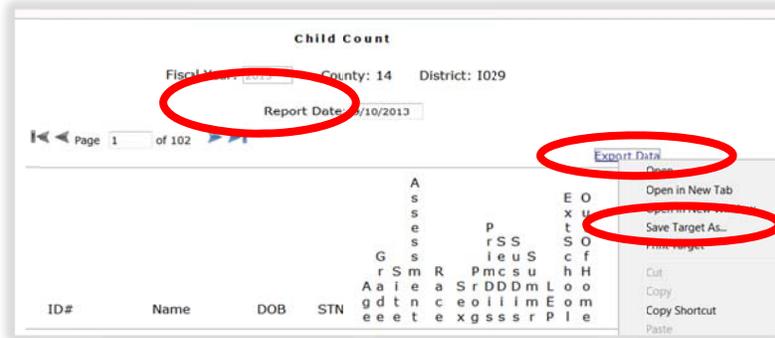
A screenshot of the SEAS Main Menu. The 'Reports' menu item is circled in red. The menu includes sections for Messages, Forms Packet, Forms, IEP, Student Information, Setup, Print, Reports, and Archived Documents. The Reports section lists various report types such as Admin Quick Count, Assessment Accommodations, Caseload Collection Sheet, Child Count, and Compliance Reports.

B. Select Child Count.

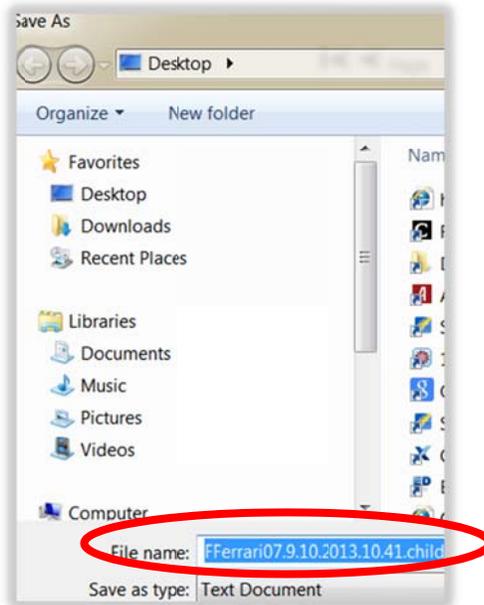
A screenshot of the SEAS Reports menu. The 'Child Count' report option is circled in red. The menu lists various reports including Admin Quick Count, Assessment Accommodations, Caseload Collection Sheet, Child Count, Class Lists, Compliance Dates Report, Compliance Report, Disability By Grade, and Disability By School.

**STEP 3. To download your child count file to your computer**

- A. REMEMBER: Change the Fiscal Year.
- B. Right click the Export Data link.
- C. Select Save Target As.

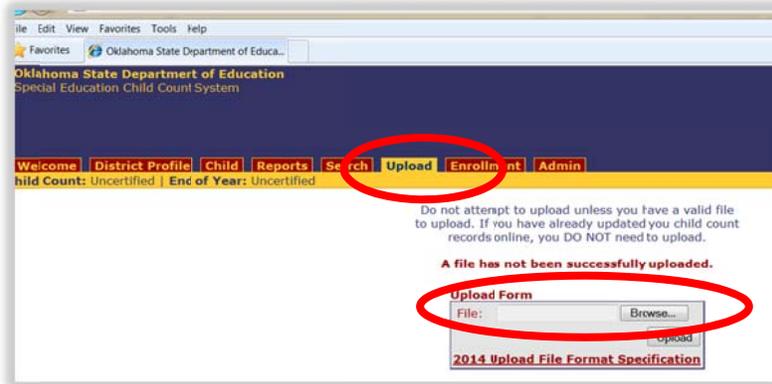


- D. Rename and save your file with a name and location that will be easy to locate. We recommend your Desktop.

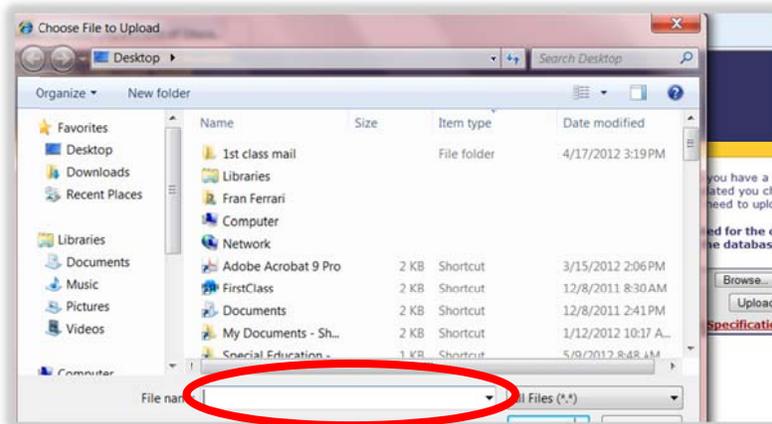


**STEP 4. Uploading to the Special Education Child Count System.**

- A. Log into the Special Education Child Count System.
- B. Choose Upload tab.
- C. Place your cursor in the grey box to find the file you have downloaded from SEAS. Use the Browse button to help.



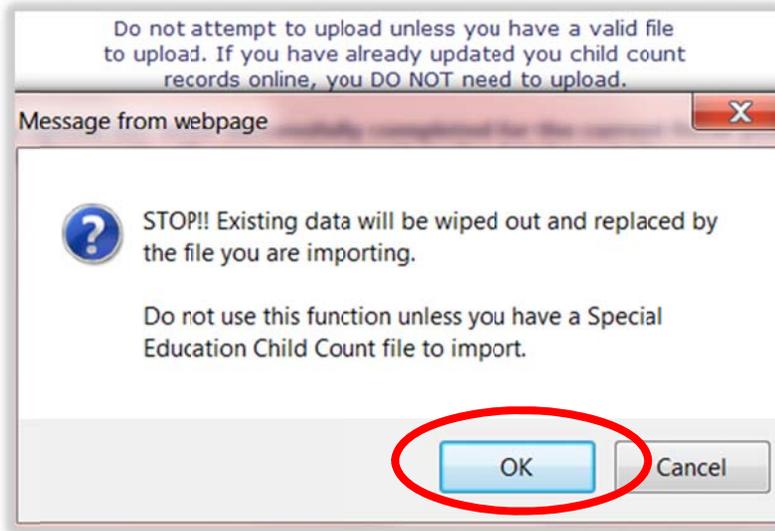
- D. When you see your file name, click on it to have it put in the File Name box.



- E. Now click on Upload.



**STEP 5. Read this message and click OK.**



**STEP 6. Hopefully, you will see this message.**



**STEP 7.** If the upload was not successful, you will see this message.

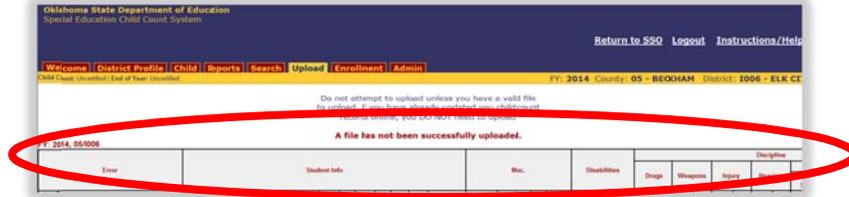


**STEP 8.** You will be able to review a list of errors.

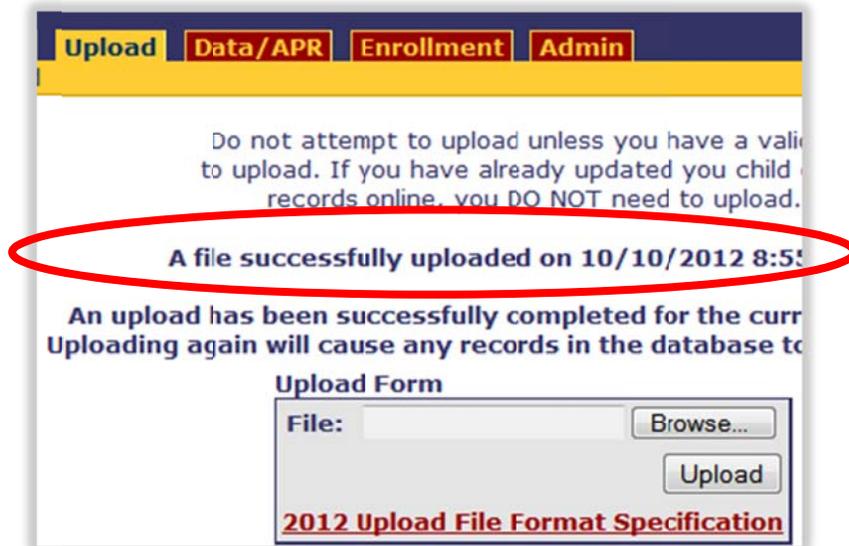


**STEP 9. You will have to correct the errors.**

- A. Open the link and review errors.
- B. Review the row with the error since there could be other problems.



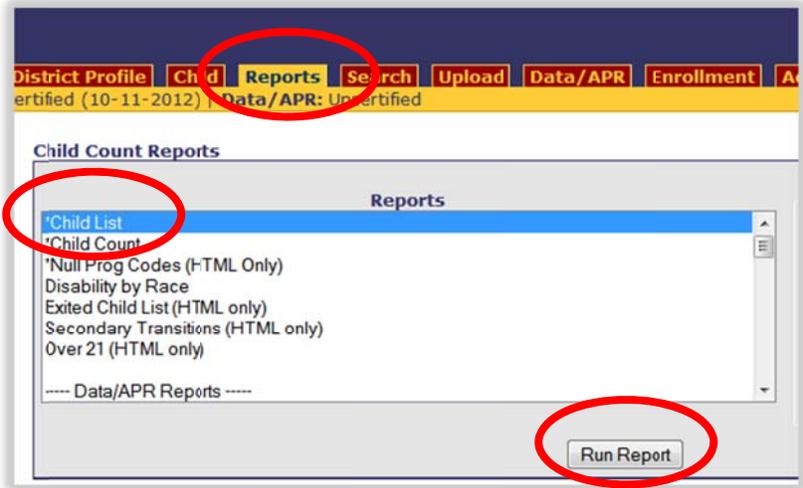
**STEP 10. Repeat previous steps through the download/upload process until there are no errors. You will see the notation that there was a successful upload and the date/time stamp.**



**SECTION VII. Step by Step to Run Reports for Data Accuracy**

**STEP 1. Review the Child List report.**

- A. Click on the Reports tab.
- B. Click on the Child Count report
- C. Click on Run Report.



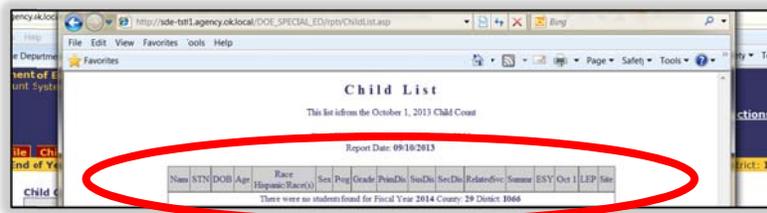
- D. Until the Snapshot is taken for the entire state, select Current.



- E. Click on Run.



- F. Print the report to review the list of students.

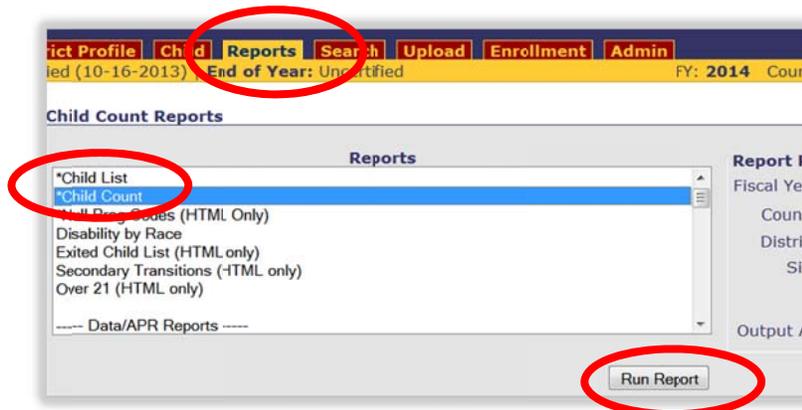


**DATA CHECK:** If you find any errors, go back to correct them now, before the Child Count or the End of Year Data Report is certified.

- G. Go back to the Reports tab and run the Child List again.

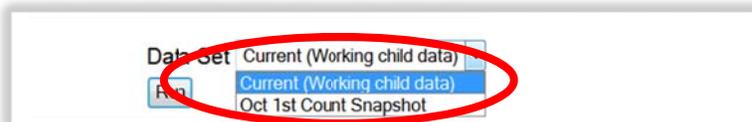
**STEP 2. Review the Child Count report.**

- A. Click on the Reports tab.
- B. Click on the Child List report
- C. Click on Run Report.



- D. Choose the Current option from the drop down box.

**DATA CHECK:** Use the Oct 1<sup>st</sup> Count Snapshot once Child Count has been certified for the state.



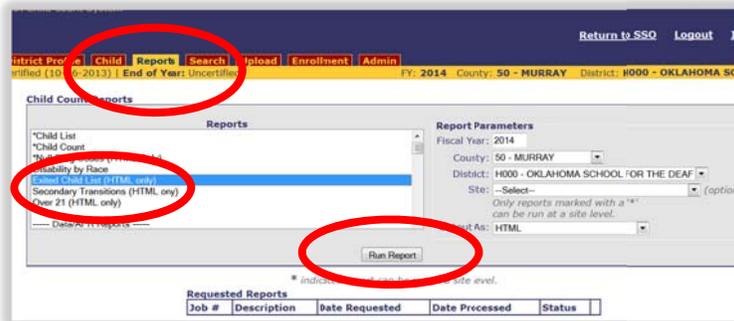
- E. You will see a report that summarizes the students in your district. NOTE: this is a more useful report for the Child Count.

Disability	PRIMARY				STATE AID USE		
	3-9	10-17	18-21	3-21*	Secondary 3-21	If Primary is DD reported to STATE AID As 3-9**	Primary & Secondary 3-21**
Hearing Impairment, including Deafness	0	0	0	0	0	0	0
Speech or Language Impairment	0	0	0	0	0	0	0
Visual Impairment, including Blindness	0	0	0	0	0	0	0
Emotional Disturbance	0	0	0	0	0	0	0
Orthopedic Impairments	0	0	0	0	0	0	0
Other Health Impairments	0	0	0	0	0	0	0
Specific Learning Disability	0	0	0	0	0	0	0
Deaf-Blindness	0	0	0	0	0	0	0
Multiple Disabilities	0	0	0	0	0	0	0
Autism	0	0	0	0	0	0	0
Traumatic Brain Injury	0	0	0	0	0	0	0
Developmental Delays* **	0			0	0	0	0
Intellectual Disabilities	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0

\* FLOW-THROUGH CHED COUNT  
\*\* FOR STATE AID PURPOSES ONLY

**STEP 3. Review the Exited Child List report**

- A. Click on the Reports tab.
- B. Click on the Exited Child List report
- C. Click on Run Report.



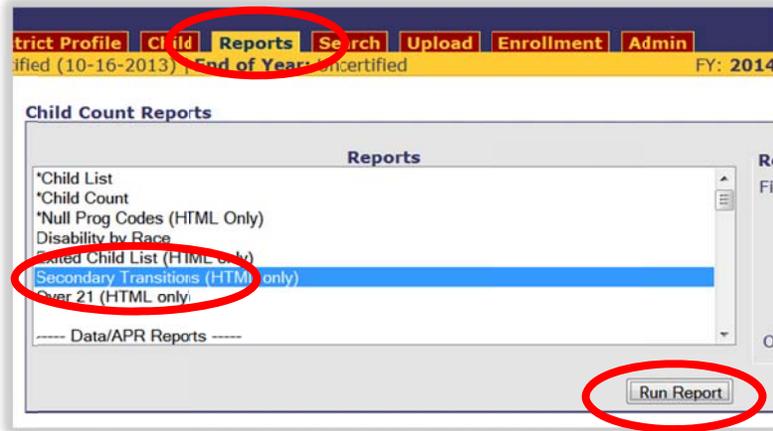
- D. Review the list of students.

Co	Dist	Site	STN	Name	Exit Code	Exit Date	DOB	Age (at exit)	Race Code	Sex	Prog Code	Grade	Prim Dis	Sec Di	Sum-Prg	Dec Ist	LEP
Co	Dist	Site	STN	Name	Exit Code	Exit Date	DOB	Age (at exit)	Race Code	Sex	Prog Code	Grade	Prim Dis	Sec Di	Sum-Prg	Dec Ist	LEP

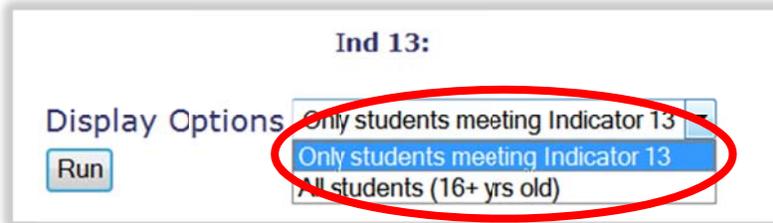
**DATA CHECK:** Review any students with Moved Not Known to be Continuing and make corrections if there was a change in their exit description.

**STEP 4. Review the Secondary Transition reports**

- A. Click on the Reports tab.
- B. Click on the Secondary Transition Report.
- C. Click on Run Report.



- D. There are two options.
- E. Run both reports and compare.



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

**STEP 5. Review the End of Year Report**

- A. Click on the End of Year tab.
- B. Print the entire set of tables and review them.

Education - Special Education Child Count System- Windows Internet Explorer provided by State of Oklahoma

agency.oklocal/DOE\_SPECIAL\_ED/dataApr12.asp

Department of Education  
Child Count System

file Child Reports Search Upload **End of Year** Enrollment Admin

End of Year: Uncertified FY: 2014 County: 99 - SDE

99-9999 (STATEWIDE/SDE) Select

**Data and Annual Performance Report**

Table: Paraprofessionals Serving Students on an IEP

Update Next >> Preview All **Printer Friendly**

Table 1  
Paraprofessionals Serving Students on an IEP

	(1) FTE - QUALIFIED	(2) FTE - NOT QUALIFIED	(3) TOTAL FTE
SPECIAL EDUCATION PARAPROFESSIONALS FOR AGES 3 - 5	0.00	0.00	<b>0.000</b>
SPECIAL EDUCATION PARAPROFESSIONALS FOR AGES 6 - 21	0.00	0.00	<b>0.000</b>
<b>Total</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>

Update Next >> Preview All Printer Friendly

Please e-mail any questions or comments to 5

**SECTION VIII. How to Certify the Child Count or the End of Year Data Report**

**STEP 1.** The district superintendent must login and certify the data being submitted is accurate and true.

**STEP 2.** 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.

**STEP 3.** 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. Reporting Data and Results: Office of Special Education Programs (OSEP) 618 Reports**

This section reviews what data the state submits to OSEP as required in the IDEA data reporting requirements that are contained in Section 618 of IDEA. OSEP requires States to report IDEA Section 618 data in eight tables annually. These tables are a summary of data collected from all the districts in the State. Some data relate to the APR and SPP, while others represent additional areas of concern in the appropriate provision of a free appropriate public education (FAPE) to students with disabilities.

### **Table 1: Child Count**

Each LEA must account for the students who have been found eligible for special education and related services. These data are collected through the Special Education Child Count System.

### **Table 2: Personnel**

Provide the number of full-time equivalent (FTE) personnel *employed* or *contracted* to provide special education and related services on or about the child count date.

### **Table 3: Preschool and School Age Environments LRE Placement**

Preschool (age 3-5) environments data are collected through the Special Education Child Count System. Data for the school age educational environments are also collected at the district level through the Special Education Child Count System.

### **Table 4: Exit**

OSEP collects exit data from the States to determine the reasons students with disabilities leave the public education system, and as a measure of the success of special education programs. Exit data are collected by the Special Education Child Count System.

### **Table 5: Discipline Suspension and Expulsion**

The OSDE-SES collects suspension and expulsion data through the Special Education Child Count System. This data is provided in aggregate form on a summary table. These data are also used to produce progress and slippage reports for Indicator 4A (significant discrepancy in the rate of suspensions and expulsions of greater than 10 days for students with IEPs), and Indicator 4B (significant discrepancy by race or ethnicity in the rate of suspensions and expulsions of greater than 10 days for students with IEPs).

**Table 6: Statewide Assessment**

Two important measures of the results of special education programs are the participation and performance of students with disabilities on the achievement measures administered to all students in the State.

**Table 7: Dispute Resolution**

In order to determine how the various dispute resolution procedures; mediations, State Complaints, and Due Process Complaints are working to resolve disagreements, OSEP collects data in Table 7. This data is collected by the Special Education Resolution Center (SERC) and the OSDE-SES.

**Table 8: Maintenance of Effort (MOE) and Coordinated Early Intervening Services (CEIS)**

Data regarding Maintenance of Fiscal Effort (MOE) and Coordinated Early Intervening Services (CEIS) are entered by districts in the Special Education Child Count System and the Oklahoma Cost Accounting System (OCAS). The data are tracked and summarized to compile the annual report to OSEP in Table 8.

## **SECTION X. Reporting Data and Results: Office of Special Education Programs (OSEP) SPP/APR**

This section reviews what data the state submits to OSEP as required in the IDEA data reporting requirements. Each February, Special Education Services submits an Annual Performance Report (APR) and, if necessary, a revised State Performance Plan (SPP). These documents show the progress made in the previous school year, identify strengths and weaknesses, and explain how the state is addressing findings of noncompliance. OSEP has required that the states report on the following indicators.

The SPP/APR indicators are:

- 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
- 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
- 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

### **Indicator 1: Graduation Rates** (20 U.S.C. 1416 (a) (3) (A))

Data on the graduation rates for students with disabilities is a key performance indicator showing results of special education and related services. These data are collected by the Office of Assessment and Accountability at the OSDE.

Percent of youth with IEPs graduating from high school with a regular diploma.

## **Measurement**

- States must report using the adjusted cohort graduation rate required under the Elementary and Secondary Education Act (ESEA).

## **Instructions**

- Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2011 APR, use data from 2010-2011), and compare the results to the target. Provide the actual numbers used in the calculation.
- Provide a narrative that describes the conditions youth must meet in order to graduate with a regular diploma and, if different, the conditions that youth with IEPs must meet in order to graduate with a regular diploma. If there is a difference, explain why.
- Targets should be the same as the annual graduation rate targets under Title I of the ESEA.

### **Indicator 2: Dropout Rates** (20 U.S.C. 1416 (a)(3)(A))

Data on the dropout rates for students with disabilities is a key performance indicator showing results of special education and related services. These data are collected by the Special Education Child Count System.

Percent of youth with IEPs dropping out of high school.

## **Measurement**

- Data Source: Same data as used for reporting to the Department under IDEA section 618. States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.
- Measurement: States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.

## **Instructions**

- Use 618 exiting data reported to the Department via ED Facts in file specification N009 or via DANS using Part B Exiting Table 4. Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma, (b) received a certificate, (c) reached maximum age, (d) dropped out, or (e) died.
- Do not include in the denominator the number of youths with IEPs who exited special education due to (a) transferring to regular education or (b) who moved, but are known to be continuing.

**Indicator 3: Statewide Assessment**  
**(Participation and Performance in Math and Reading)**  
(20 U.S.C. 1416 (a)(3)(A))

Data on the participation and performance of students with disabilities in Statewide Assessments enables a comparison with same grade level peers to monitor the narrowing of any performance gap, as well as the effectiveness of special education programs on improving outcomes. Statewide assessment data are collected on all students in LEAs, including students with disabilities who participate in the statewide Oklahoma Core Curriculum Test (OCCT) with or without accommodations, or Oklahoma's Alternate Assessment Program (OAAP). These data are collected by the Office of Assessment and Accountability.

Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's Adequate Yearly Progress (AYP)/ Annual Measurable Objectives (AMO) targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

**Measurement (Choose either A.1 or A.2)**

- A.1 AYP percent =  $[(\# \text{ of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the State's minimum "n" size})] \times 100$ .
- A.2 AMO percent =  $[(\# \text{ of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the State's minimum "n" size})] \times 100$ .
- B. Participation rate percent =  $[(\# \text{ of children with IEPs participating in an assessment}) \div (\text{total } \# \text{ of children with IEPs enrolled during the testing window, calculated separately for reading and math})]$ . The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- Proficiency rate percent =  $([(\# \text{ of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards}) \div (\text{total } \# \text{ of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math})]$ . The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.
- States are encouraged to present their APR information in summary tables and include multiple years of data for comparison purposes.
- Include information regarding where to find public reports of assessment results, i.e., link to the website where results are reported.

- Indicator 3A: The data source and measurement for 3A is dependent on whether the State applied for, and was granted, a waiver of the requirements to determine Adequate Yearly Progress (AYP) for LEAs and schools as part of requesting ESEA flexibility. States that either did not apply for and receive ESEA flexibility, or applied for and received that flexibility but did not apply for a waiver of determining AYP should choose data source and measurement 3A.1. States with an approved ESEA flexibility request that includes a waiver of determining AYP should choose data source and measurement 3A.2.
- Report only on the AYP/AMO assessment targets for reading/language arts and mathematics proficiency, not targets for graduation or other elements of AYP/AMO.
- Indicator 3B: Provide separate reading/language arts and mathematics participation rates, inclusive of all ESEA grades assessed (3-8 and high school), for children with IEPs. Account for ALL children with IEPs, in all grades assessed, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.
- Indicator 3C: Proficiency calculations in this APR must result in proficiency rates for each content area across all ESEA assessments (combining regular and all alternates) for children with IEPs, in all grades assessed (3-8 and high school), including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. States are encouraged to report using two rates – one for reading/language arts covering all assessed grades and one for mathematics covering all assessed grades. Only include children with disabilities who had an IEP at the time of testing.

#### **Additional info for measurement**

- Indicator 3A: The data source and measurement for 3A is dependent on whether the State applied for, and was granted, a waiver of the requirements to determine Adequate Yearly Progress (AYP) for LEAs and schools as part of requesting ESEA flexibility. States that either did not apply for and receive ESEA flexibility, or applied for and received that flexibility but did not apply for a waiver of determining AYP should choose data source and measurement 3A.1. States with an approved ESEA flexibility request that includes a waiver of determining AYP should choose data source and measurement 3A.2.
- Report only on the AYP/AMO assessment targets for reading/language arts and mathematics proficiency, not targets for graduation or other elements of AYP/AMO.
- Indicator 3B: Provide separate reading/language arts and mathematics participation rates, inclusive of all ESEA grades assessed (3-8 and high school), for children with IEPs. Account for ALL children with IEPs, in all grades assessed, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.
- Indicator 3C: Proficiency calculations in this APR must result in proficiency rates for each content area across all ESEA assessments (combining regular and all alternates) for children with IEPs, in all grades assessed (3-8 and high school), including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. States are

## Instructions

- Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.
- States are encouraged to present their APR information in summary tables and include multiple years of data for comparison purposes.
- Include information regarding where to find public reports of assessment results, i.e., link to the website where results are reported.
- States are encouraged to report using two rates – one for reading/language arts covering all assessed grades and one for mathematics covering all assessed grades. Only include children with disabilities who had an IEP at the time of testing.

### **Indicator 4: Discipline—Suspension and Expulsion**

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Historically, students with disabilities have been subjected to removal from education disproportionately to their peers. These data provide a way to monitor progress on this difference and to infer how the IDEA discipline procedural requirements are being adhered to by districts. Discipline data collected include the type and length of removal, the disability category, race/ethnicity, gender, and limited English proficiency status of students with removals, as well as whether the student received educational services during removals.

Data collected under section 618 of the IDEA (Report of Children with Disabilities Subject to Disciplinary Removal). Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

## Measurement

- A. Percent =  $[(\# \text{ of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs}) \div (\# \text{ of districts in the State})] \times 100$ .
- B. Percent =  $[(\# \text{ of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards}) \div (\# \text{ of districts in the State})] \times 100$ .

Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2011 APR, use data from 2010-2011), including data disaggregated by race and ethnicity to determine if significant discrepancies are occurring in the rates of long-term suspensions and expulsions of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State’s examination must include one of the following comparisons:

- The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- The rates of suspensions and expulsions for children with IEPs to nondisabled children within the LEAs.

### **Instructions**

- In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies. If the State used a minimum “n” size requirement, report the number of districts excluded from the calculation as a result of this requirement. States have the option of using the “total number of districts” OR the “number of districts that meet the State’s minimum n size for one or more racial/ethnic group” as the denominator in the calculation for B4A or B4B.
- For 4A, provide the actual numbers used in the calculation and if significant discrepancies occurred describe how the State educational agency reviewed and, if appropriate, revised (or required the affected local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures, and practices comply with applicable requirements.
- For 4B, provide the following: (a) the number of districts that have a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs and (b) the number of districts in which policies, procedures or practices contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
- If discrepancies occurred and the district with discrepancies had policies, procedures or practices that contributed to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.
- Targets must be 0% for 4B.
- Detailed guidance on district descriptions such as why data for a district is 0 or not applicable is found in the APR.
- The state’s current definition of significant disproportionality is found in the APR.

**Indicator 5: School Age (6–21) Environments LRE Placement**  
(20 U.S.C. 1416(a)(3)(A))

The IDEA requires that IEP teams consider placement of each student with disabilities in the least restrictive environment (LRE), starting with a regular education classroom with same age peers. These data permit an analysis of placement trends. This data is part of the states 618 data collection.

Percent of children with IEPs aged 6 through 21 served

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; or
- C. In separate schools, residential facilities, or homebound/hospital placements.

**Measurement**

- A. Percent = [(# of children with IEPs 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.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

**Instructions**

- Describe the results of the calculations and compare the results to the target.
- If the data reported in this indicator are not the same as the State's data reported under IDEA section 618, explain

**Indicator 6: Early Childhood (Age 3–5) Environments LRE Placement**  
(20 U.S.C. 1416(a) (3) (A))

The IDEA requires that IEP teams consider placement of each student with disabilities in the LRE, starting with a regular education classroom with same age peers. These data permit an analysis of placement trends.

Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

**Measurement**

- A. Percent = [(# of children aged 3 through 5 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 # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

### **Instructions**

- If the data reported in this indicator are not the same as the State's data reported under IDEA section 618, explain.
- In the FFY 2011 submission, due February 1, 2013, establish a new baseline, targets and, as needed, improvement activities for this indicator using the 2011-2012 data.
- Definitions for the program types are found in the APR.

### **Indicator 7: Preschool Outcomes** (20 U.S.C. 1416 (a)(3)(A))

Preschool outcomes data are collected on three specific targets: (1) Positive Social Emotional Skills, (2) Acquiring and Using Knowledge and Skills, and (3) Taking Appropriate Action to Meet Needs. These data provide one source of information to districts and the OSDE-SES to evaluate the effectiveness of preschool programs around the State. Preschool outcomes data are collected by the districts for each student who participates in a preschool program for children with disabilities for a period of at least six months, and is exiting the program at the end of the school year. Each Eligibility and/or IEP Team determines the child's initial status on each of the outcomes within 30 days of his/her being determined eligible for special education and related services.

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

### **Measurement**

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

**Summary Statements for Each of the Three Outcomes:**

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:**

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = # of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e) divided by [the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

**Indicator 8: Parental Involvement**

(20 U.S. 1416(a)(3)(A))

Opportunity for parental participation in the performance process is a foundational principle in the IDEA. Indicator 8 requires the OSDE-SES to ask parents to report the extent to which schools facilitated parent involvement as a means of improving services and results for their students with disabilities. Parental Involvement data are collected by the Oklahoma Parent Center (OPC), Oklahoma's IDEA funded parent center. Each parent receives the opportunity annually to complete the survey, by phone, on-line or paper/pencil.

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

## Measurement

- Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

## Instructions

- Describe the results of the calculations and compare the results to the target. Include a description of how the State has ensured that the response data are valid and reliable, including how the data represent the demographics of the State. Provide the actual numbers used in the calculation.
- If the State is using a separate data collection methodology for preschool children, the State must provide separate baseline data, targets, and actual target data or discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.
- If States are using a survey and the survey is revised or a new survey is adopted, States must submit a copy with the APR.

### **Indicator 9 and 10: Disproportionate Representation in Special Education**

(20 U.S.C. 1416(a)(3)(C))

Students from racial and ethnic minorities have historically been disproportionately represented in special education. These data are collected in order to allow identification and analysis of where such disproportionality may be occurring and to focus analysis on any inappropriate procedures that may be the cause of this problem. Data for the calculation of disproportionality are collected by the Special Education Child Count System

#### Indicator 9

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

#### Indicator 10

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

## Measurement

- Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.
- Include State's definition of "disproportionate representation."
- Based on its review of the 618 data, describe how the State made its annual determination that the disproportionate overrepresentation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the

district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2012 reporting period, i.e., after June 30, 2013. If inappropriate identification is identified, report on corrective actions taken.

### **Instructions**

- Provide racial/ethnic disproportionality data for children aged 6 through 21 served under IDEA. Provide these data for all children with disabilities.
- Provide the number of districts identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of districts identified with disproportionate representation that is the result of inappropriate identification.
- Describe the method(s) used to calculate disproportionate representation. If the State used a minimum “n” size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum “n” size for any racial/ethnic group. States have the option of using the “total number of districts” OR the “number of districts that meet the State’s minimum “n” size for one or more racial/ethnic group” as the denominator in the calculation.

Targets must be 0%.

### **Indicator 11: Child Find** (20 U.S.C. 1416(a)(3)(B))

OSDE-SES requires districts to evaluate and determine eligibility 45 school days from receiving parent consent for evaluation.

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe (in Oklahoma, it is 45 days) within which the evaluation must be conducted, within that timeframe.

Data Source (from measurement table): Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State’s timeline for initial evaluations.

### **Measurement**

- # of children for whom parental consent to evaluate was received.
- # of children whose evaluations were completed within 60 days (or State-established timeline).
- Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.
- Percent = [(b) divided by (a)] times 100.

**Additional information for Measurement** Note that under 34 CFR §300.301(d) the timeframe set for initial evaluation does not apply to a public agency if: (1) The parent of a child repeatedly fails or refuses to produce the child for the evaluation; (2) A child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

### **Instructions**

- If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.
- Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

### **Indicator 12: Early Childhood Transition**

(20 U.S.C. 1416(a)(3)(B))

Students with disabilities who have received services through the Part C Early Intervention program and who are referred for evaluation for Part B eligibility must be evaluated and, if eligible, have an IEP in place by their third birthday.

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

### **Measurement**

- A. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- B. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- C. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- D. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- E. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.

Account for children included in A but not included in B, C, D or E. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(C) divided by (A - B - D - E)] times 100.

### **Instructions**

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation

### **Indicator 13: Secondary Transition**

(20 U.S.C. 1416(a)(3)(B))

Each student with a disability aged 16 and older, by the student's first IEP as a 9<sup>th</sup> grader, or earlier if appropriate, must have in place an IEP that includes appropriate, measurable post-secondary goals that are annually updated and based upon an age appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals; and annual IEP goals related to the student's transition service's needs.

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

### **Measurement**

- Provide detailed information about the timely correction of noncompliance as noted in OSEP's response table for the previous APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

### **Instructions**

- Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

**Indicator 14: Post-Secondary Outcomes**  
(U.S.C. 1416(a)(3)(B))

An important indicator of program outcomes is to investigate the level of engagement in education, work, and living arrangements after students with disabilities leave K–12 public education systems. Indicator 14 measures these outcomes by collecting data on youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. 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

**Measurement**

A. Percent enrolled in higher education = [(# 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 within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# 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 competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# 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 (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

**Instructions**

- Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2011 APR, use data from 2010-2011), and compare the results to the target. Provide the actual numbers used in the calculation.
- Provide a narrative that describes the conditions youth must meet in order to graduate with a regular diploma and, if different, the conditions that youth with IEPs must meet in order to graduate with a regular diploma. If there is a difference, explain why.

Targets should be the same as the annual graduation rate targets under Title I of the ESEA.

**Indicator 15: Correction of Noncompliance**  
(20 U.S.C. 1416 (a)(3)(B))

The OSEP requires that the OSDE-SES general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification. This requirement means that LEAs must provide evidence of correction of each identified compliance error, as well as evidence of agency wide compliance with the requirement in which the error was identified.

General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

**Measurement**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

**Instructions**

- States are required to use the “Indicator 15 Worksheet” sent to states each year to report data for this indicator.
- Describe the results of the calculations and compare the results to the target. Provide the actual numbers used in the calculation. Include all findings of noncompliance regardless of the specific level of noncompliance.
- Targets must be 100%.
- Report on the number of findings of noncompliance made and corrected as soon as possible and in no case later than one year from identification. In presenting the compliance data, disaggregate the findings by components of the State’s general supervision system, including monitoring (on-site visits, self-assessments, local performance plans and annual performance reports, desk audits, data reviews) and dispute resolution (complaints and due process hearings). Findings must also be disaggregated by SPP/APR indicator and other areas of noncompliance. Describe the other areas of noncompliance.
- Provide detailed information about the correction of noncompliance as noted in OSEP’s response table for the previous APR, including any revisions to general supervision procedures, technical assistance provided and/or any enforcement actions that were taken. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed, and any enforcement actions that were taken.
- States are not required to report data at the LEA level.

**Indicator 16:** No longer reporting this data in the APR.

**Indicator 17:** Reserved for the State Systemic Improvement Plan(SSIP)

**Indicator 18: Hearing Requests**  
(20 U.S.C. 1416(a)(3(B))

Hearing requests that went to a resolution session and were resolved.

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

**Measurement:**

- Percent = (3.1(a) divided by 3.1) times 100.

**Instructions**

- States are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline, targets and improvement activities, and report on them in the corresponding APR.
- States may express their targets in a range, e.g., 75-85%.
- If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.
- States are not required to report data at the LEA level.
- Data collected under IDEA section 618. (20 U.S.C. 1416(a)(3(B))

**Indicator 19: Mediation**  
(20 U.S.C. 1416(a)(3(B))

Percent of mediations held that resulted in mediation agreements.

**Instructions**

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of mediations is less than 10. In a reporting period when the number of mediations reaches ten or greater, develop baseline, targets and improvement activities, and report on them in the corresponding APR.

States may express their targets in a range, e.g., 75-85%.

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

States may report on one set of Improvement Activities covering Indicators 18 and 19 in cases where the improvement activities are the same or overlap

**Indicator 20: Timely and Accurate Data**  
(20 U.S.C. 1416(a)(3)(B))

State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

**Measurement:**

- State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:
- Submitted on or before due dates (first Wednesday in February for child count, including race and ethnicity; and educational environments; first Wednesday in November for exiting, discipline, personnel and dispute resolution; December 15 for assessment; May 1 for Maintenance of Effort & Coordinated Early Intervening Services; and February 1 for Annual Performance Reports).
- Accurate, including covering the correct year and following the correct measurement.
- States may, but are not required, to report data for this indicator. OSEP will use the Indicator 20 Rubric (Attachment 2) to calculate the State's data for this indicator. States will have an opportunity to review and respond to OSEP's calculation of the State's data. Targets must be 100% for timeliness and accuracy.
- Provide detailed information about the actions the State is taking to ensure compliance. Describe the State's mechanisms for ensuring error-free, consistent, valid and reliable data and evidence that these standards are met.

**SECTION XI. Reporting Data and Results: 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 its requirements. OSEP has developed guidelines for states to report to the LEAs and are referenced in other OSDE SES manuals and handbooks.

**Location of References and Examples for District Reports**

	<b>General Supervision Manual</b>	<b>Finance Manual</b>	<b>Special Education Handbook</b>	<b>Special Education Process</b>
<b>District Data Profiles</b>	Page 12 Appendix D		Chapter 10, Section I, C Pages 165-169	Pages 6-8
<b>District Determinations</b>	Page 7 Appendix C	Pages 120-125	Chapter 10, Section I, D Page 169	Pages 8-23
<b>Significant Disproportionality</b>		Pages 91-97	Chapter 10, Section I, E Pages 170-172	
<b>Compliance, Monitoring, or Audits</b>	Pages 13-14	Pages 84-87	Chapter 10, Section I, F Pages 173-177	

**SECTION XII. Resources**

**A. Responsibility for Data Reporting**

<b>Student</b>	<b>District Responsible for Data Reporting</b>
Resident students enrolled in public schools	Resident district
Students enrolled in private schools by their parents/parentally placed in private schools (not Lindsey Nicole Henry Scholarship)	The district providing IEP services
Students placed by an IEP team decision in a private school or residential facility	Resident district
Students placed by parents in a residential facility or court ordered placement in a juvenile facility	Receiving district
Students enrolled by an emergency transfer in a district that is not their legal district of residence	Receiving district
Students enrolled by an open transfer in a district that is not their legal district of residence	Receiving district
Individualized Education Program (IEP) Service Agreement	Resident district
Students residing in an elementary school district and attending a high school in an independent school district	Independent district
Students who are residential students at Oklahoma School for the Deaf (OSD) or Oklahoma School for the Blind (OSB)	OSD or OSB
Students who receive services at OSD or OSB but are not residential students (i.e., they are day students only)	Resident district

**B. Race and Ethnicity Definitions**

<b>Race/Ethnicity</b>	<b>Definition from OSEP Submission Tables</b>
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Refers to Hispanic and/or Latino.
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. <i>(Does not include persons of Hispanic/Latino ethnicity.)</i>
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. <i>(Does not include persons of Hispanic/Latino ethnicity.)</i>
Black or African American	A person having origins in any of the Black racial groups of Africa. <i>(Does not include persons of Hispanic/Latino ethnicity.)</i>
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or the Pacific Islands. <i>(Does not include persons of Hispanic/Latino ethnicity.)</i>
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. <i>(Does not include persons of Hispanic/Latino ethnicity.)</i>
Two or more races	A person having origins in <u>two or more</u> of the five <u>race</u> categories listed immediately above. <i>(Does not include persons of Hispanic/Latino ethnicity.)</i>

**C. Disability Categories**

<b>Code</b>	<b>Primary Disability Category</b>	<b>Suspected Disability Category:</b>	<b>Secondary Disability Category</b>
3	Hearing Impairments		
5	Speech Or Language Impairments	Speech Or Language Impairments	Speech Or Language Impairments
6	Visual Impairments		
7	Emotional Disturbance	Emotional Disturbance	Emotional Disturbance
8	Orthopedic Impairments	Orthopedic Impairments	Orthopedic Impairments
9	Other Health Impairments	Other Health Impairments	Other Health Impairments
10	Specific Learning Disabilities	Specific Learning Disabilities	Specific Learning Disabilities
11	Deaf-Blindness		
12	Multiple Disabilities	Multiple Disabilities	
13	Autism	Autism	Autism
14	Traumatic Brain Injury	Traumatic Brain Injury	Traumatic Brain Injury
15	Developmental Delay		
16	Intellectual Disabilities	Intellectual Disabilities	Intellectual Disabilities

**D. Possible Combinations of Disability Categories**

	<b>Primary Disability</b>	<b>Suspected Disability for Developmental Delay</b>	<b>Secondary Disability</b>
<b>Primary Disability</b>	NA	Required for Developmental Delay	Can't be the same
<b>Suspected Disability</b>	Required for Developmental Delay	NA	Can't be the same
<b>Secondary Disability</b>	Can't be the same	Can't be the same	NA

**E. List of Related Services**

- (1) Audiology
- (2) Counseling services
- (3) Early identification and assessment
- (4) Interpreting services
- (5) Medical services
- (6) Occupational therapy
- (7) Orientation and mobility services
- (8) Parent counseling and training
- (9) Physical therapy
- (10) Psychological
- (11) Recreation
- (12) Rehabilitation counseling services
- (13) School health services and school nurse services
- (14) Social work services
- (15) Speech-language pathology services
- (16) Transportation

**F. Early Childhood Program Codes (aged 3 through 5)**

Location	Where Receiving Special Education Services	Code
<p><b>Child attends a regular early childhood program at least 10 hours per week . . .</b></p> <p><u>Early Childhood Program:</u> The child attends a program that includes at least 50% nondisabled children. Early childhood programs include, but are not limited to (1) Head Start, (2) Kindergarten, (3) reverse mainstream classrooms, (4) preschool classes offered to an eligible Pre-Kindergarten population by the public school system, and (5) group child care. Attendance at an early childhood program need not be funded by IDEA, Part B funds. If a child attends an early childhood program, the district must specify the amount of time the child receives special education and related services in the early childhood program.</p>	<p>...and receiving the majority of hours of special education and related services in the regular early childhood program (A1)</p>	<b>E1</b>
	<p>...and receiving the majority of hours of special education and related services in some other location (A2)</p>	<b>E2</b>
<p><b>Child attends a regular early childhood program less than 10 hours per week, . . .</b></p> <p><u>Early Childhood Program:</u> The child attends a program that includes at least 50% nondisabled children. Early childhood programs include, but are not limited to (1) Head Start, (2) Kindergarten, (3) reverse mainstream classrooms, (4) preschool classes offered to an eligible Pre-Kindergarten population by the public school system, and (5) group child care. Attendance at an early childhood program need not be funded by IDEA, Part B funds. If a child attends an early childhood program, the district must specify the amount of time the child receives special education and related services in the early childhood</p>	<p>...and receiving the majority of hours of special education and related services in the regular early childhood program (B1)</p>	<b>E3</b>
	<p>...and receiving the majority of hours of special education and related services in some other location (B2)</p>	<b>E4</b>

Location	Where Receiving Special Education Services	Code
program.		
<p><b>Child attends a special education program (NOT in any regular early childhood program) . . .</b></p> <p><u>Special Education Program:</u> The child attends a program that includes less than 50% nondisabled children. If a child attends a special education program, the district must identify the type of program.</p>	<p>...specifically, a separate special education class (C1)</p> <p><u>Separate Class:</u> Special education and related services are provided in special education classrooms in regular school buildings or trailers or portables outside regular school buildings.</p>	<p><b>B1</b></p>
	<p>...specifically, a separate school (C2)</p> <p><u>Separate School:</u> Special education and related services are provided in a separate school (public or private day schools designed specifically for children with disabilities).</p>	<p><b>B2</b></p>
	<p>...specifically, a residential facility (C3)</p> <p><u>Residential Facilities:</u> Special education and related services are provided in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.</p>	<p><b>B3</b></p>
<p><b>Child attends neither a regular early childhood program nor a special education program (<u>none of the above</u>)</b></p>	<p>...and receiving the majority of hours of special education and related services at home (D1)</p> <p><u>Home:</u> The child receives some or all of his/her special education services in the primary residence of the child's family or caregivers and does not attend a regular early childhood program or a special education childhood program (note: this includes children who receive special education both at home and in a service provider location). The term "caregiver" includes babysitters.</p>	<p><b>B4</b></p>

Location	Where Receiving Special Education Services	Code
	<p>...and receiving the majority of hours of special education and related services at the service provider location or some other location not in any other category (D2)</p> <p><u>Service provider location:</u> The child does not receive any special education services in the home and does not attend an early childhood program or a special education childhood program. This includes speech instruction provided in private clinicians' offices, clinicians' offices located in school buildings, hospital facilities on an outpatient basis, libraries, and other public locations.</p>	<b>B5</b>

**G. School Age Program Codes (aged 6 through 21)**

REMEMBER: Program codes are AGE SPECIFIC. Once a student turns 6 years old, the code should change.

Code	Program	Description
1	(a) inside regular class 80% or more of day	<p>Inside the regular classroom 80 percent or more of the school day. These are children who received special education and related services outside the regular classroom for less than 21 percent of the school day. This may include children with disabilities placed in:</p> <ul style="list-style-type: none"> <li>• regular class with special education/related services provided within regular classes;</li> <li>• regular class with special education/related services provided outside regular classes; or</li> <li>• regular class with special education services provided in resource rooms.</li> </ul>

Code	Program	Description
2	(b) inside regular class 79-40% of day	<p>Inside regular class no more than 79% of day and no less than 40% percent of the day; were inside the regular classroom between 40 and 79% of the day. These are children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. <u>Do not include</u> children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:</p> <ul style="list-style-type: none"> <li>• resource rooms with special education/related services provided within the resource room; or</li> <li>• resource rooms with part-time instruction in a regular class.</li> </ul>
3	(c) inside regular class less than 40% of day	<p>Inside regular class less than 40 percent of the day; who were inside the regular classroom less than 40 percent of the day. These are children who received special education and related services outside the regular classroom for more than 60 percent of the school day. <u>Do not include</u> children who are reported as receiving education programs in public or private separate school or residential facilities. This category may include children placed in:</p> <ul style="list-style-type: none"> <li>• self-contained special classrooms with part-time instruction in a regular class; or</li> <li>• self-contained special classrooms with full-time special education instruction on a regular school campus.</li> </ul>
4	(d) separate school	<p>Public/Private Separate Day School Facility.</p> <p>The child receives education in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:</p> <ul style="list-style-type: none"> <li>• public and private day schools for students with disabilities;</li> <li>• public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or</li> <li>• public and private residential facilities <u>if the student does not live at the facility.</u></li> </ul>

Code	Program	Description
6	(e) residential facility	<p>Public/Private Residential Facility. The child receives education in a public or private residential facility during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:</p> <ul style="list-style-type: none"> <li>• public and private residential schools for students with disabilities; or</li> <li>• public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.</li> </ul> <p><u>Do not include</u> students who received education programs at the facility, but do not live there.</p>
8	(f) homebound/hospital	<p>Home Instruction/Hospital Environment (Homebound/Hospital). Unduplicated total who received education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:</p> <ul style="list-style-type: none"> <li>• hospital programs, or</li> <li>• homebound programs.</li> </ul> <p>Do not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.</p>
9	(g) correctional facilities	<p>The child receives special education in correctional facilities. These data are intended to be a count of all children receiving special education in:</p> <ul style="list-style-type: none"> <li>• short-term detention facilities (community-based or residential), or</li> <li>• correctional facilities.</li> </ul>
10	(h) parentally placed in private schools	<p>The child is enrolled by his/her parent or guardian in regular parochial or other private school and his/her basic education is paid through private resources, although he/she receives special education and related services at public expense from a local educational agency under a service plan. <u>Include children whose parents chose to homeschool, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.</u></p>

**Regular Classroom:** Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Time spent outside the regular classroom receiving services unrelated to the youth’s disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

## H. Exiting Information

Code	Exit Reason	Description
1	Return to regular education.	Child was served in special education, but at some point, returned to regular education. These are children who no longer have an IEP and are receiving all of their educational services from a regular education program. <b>This includes children who were withdrawn by their parents and are being homeschooled.</b> Transferred to regular education, returned to regular education. These are students who no longer have an IEP and are receiving all of their educational services from a regular education program.
2	Graduation with regular diploma.	Child exited an education program through the receipt of a high school diploma. These are children who met the same standards for graduation as those children without disabilities. These are not children who merely completed the highest grade in an elementary district (e.g., you would not count a child who completed eighth grade and is going to attend ninth grade in an independent district). Graduated with regular high school diploma, exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those for students without disabilities. As defined in 34 CFR §300.102(a)(3)(iv), “the term regular high school diploma does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED).”
4	Reached maximum age.	Child exited special education because of reaching the maximum age for receipt of special education services, including children with disabilities who reached the maximum age (child has to be 22 by the end of the fiscal year to utilize this option) and did not receive a diploma.
5	Died.	Child died.
6	Moved, known to be continuing.	Child moved out of the district or otherwise transferred to another district and is <i>KNOWN</i> to be continuing in an education program. There does not need to be evidence that the child is continuing in special education, only that he/she is continuing in an education program. This includes students in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.
7	Moved, not known to be continuing.	NOTE: for aggregation purposes, this category is combined with “dropped out.”

Code	Exit Reason	Description
8	Dropped out.	Child is no longer enrolled and did not exit special education through any of the other bases described. Dropped out. Total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any of the other bases described. This includes dropouts, runaways, GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters from special education.
9	Completed highest level in elementary district.	Child has completed education in the elementary district and is continuing education in an independent district
10	Parent Revocation.	Parent has revoked consent for all special education services and child is no longer being served with an IEP. If the parent of a child with a disability revokes consent for special education and related services under 34 CFR §300.300(b)(4), the child would be reported in this category.
11	Lindsey Nicole Henry Scholarship	Left district when received Lindsey Nicole Henry Scholarship

**SECTION XIII. OSDE-SES Technical Assistance**

**Compliance, Data, and Finance Staff**

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

**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>

**SEAS contact information**

If you have difficulties with the SEAS system, they have support ready for your calls. You may want to have information on your SEAS district contact person readily available.

- Toll FREE: (877) 221-7327
- Website: <http://www.okseas.com>

**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.