

SPECIAL EDUCATION END OF YEAR DATA REPORT

2014-2015

Introduction

- What is the End of Year Report?
 - A report that collects information on activities and changes that occurred over the school year including updated student information, students who arrived after the October 1 Child Count and those that exited since, and a summary of information on the special education services in your district.
- When is it?
 - The report opens May 4, 2015 and closes July 10, 2015.
- Who does it?
 - There are several people who will participate in the completion of the End of Year Report including the District Superintendent and the Special Services Director. Other staff members such as special education teachers and secretaries may also participate.

Introduction

- Why is this important?
 - The End of Year Report is used to complete your District Data Profile. The District Data Profile is then used to calculate your district's determination. Failure to properly complete your End of Year Report could lead to your district being receiving a determination other than Meets Requirements.

Steps Toward Completion

1. Update the Child Count data by:
 - A. entering data directly in the Child Count System, or
 - B. uploading from SEAS.
2. Complete the End of Year Summary tables.
3. Review submission.
4. Superintendent will certify that the Child Count information is accurate and true before the deadline date (July 10, 2015).

Report Components

- There are two parts to the End of Year Report.
 1. Student Data – This includes all of the same elements that were used during the October 1 report period. The district should ensure that State Testing Numbers (STNs), Demographic and Disability information are all correct, as well as program codes, and discipline data.
 2. District Data – This data includes the Paraprofessionals and other Personnel Full Time Equivalent (FTE) information, aggregated district wide discipline data, Early Intervening Services (EIS) for students with and without IEPs, Evaluation/Eligibility timelines, and transition data from early childhood Part C (SoonerStart) to Part B.

Where Do I Go?

- To complete the End of Year Report, you must either use SEAs or the Special Education Child Count Application located in the Single Sign On System.
- Starting July 1, SEAs will no longer be accessible. All data must be out of SEAS by June 30.
- To access the Single Sign On System, you can go to the SDE homepage: www.ok.gov/sde.
- The link is on the right side of the homepage.
- You will log in with your username and password.
- Once you are logged in, you need to find the Special Education – Child Count App.



Special Education - Child Count

Verify Your Information

- Click on the District Profile Tab. 
- Ensure that the Fiscal Year is set to 2015, and that your County and District codes are correct.

District Profile Form

Fiscal Year: 

County:

District:

The Certify End of Year button is only active from May 1st through September 30th.
You will not see the button during any other time.

- You will see this information in the top right portion of your screen as well. 

Finding a Student

- There are two methods:

- Method One:

- Click on the Search tab and enter student information.
 - A list of students will be displayed.

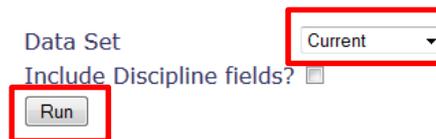


- Method Two:

- Go to the Child tab and click on the Child List button.



- Another screen will come up. Click on the Run button and a window will display a list of all students. The Data Set should be set to Current.

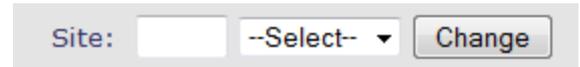


- Once you find the student you want, copy the information you need for the student.
 - Click on the Child tab to make any necessary changes or corrections.

Adding a Student

- Click on the “Child” tab. 

- Enter the school site to add a student.



Site: --Select-

- Click on the New button in the Child Data Form.



- This will bring up a new screen to complete.
- Enter the new information about the student.
- **Make sure you Save the new information by clicking the “Save” button!**



Student Data

All student data should be the same in every data system!

- STN – All public school students are required to have an STN. All valid STNs begin with 100.

- Name – Enter first, last and a middle initial if the student has a middle name.
Last *First* *MI:*

- Date of Birth – It should be in the mm/dd/yyyy format.

(mm/dd/yyyy)

- Grade – EC through 12.

- Sex/Gender

Student Data

- Race/Ethnicity

- This is a two part data element. Both elements (Ethnicity and Race) must be completed. Mark all that apply. You must mark at least one.

Ethnicity: Hispanic: Yes No

Race: White Hawaiian or Pacific Islander Black/African American Asian American Indian

- Assessment Checkboxes

Assessment Information

Summer Program
(For Multi Disabilities Only)

LEP

Extended School Year

Out of Home Placement

- **Summer Program** is only for students whose primary disability category is Multiple Disabilities. This will also be indicated in the Extended School Year (ESY) Section.
- **LEP** – Limited English Proficiency
- **Extended School Year** - (ESY) ESY services are those services a student requires to maintain academic or functional progress beyond the normal school year, and are not limited to only the summer months. LEAs provide ESY services for students with disabilities as determined by the IEP team .
- **Out of Home Placement** - The child receives his/her special education services in their primary residence and does not attend a regular early childhood or special education program.

Student Data

- Assessment Information

Participates in:

- Regular Assessment, Oklahoma Core Curriculum Test (OCCT) without Accommodations
- Regular Assessment (OCCT) with Accommodations
- Oklahoma Alternate Assessment Program (OAAP) Portfolio

- This must be completed for all students. If you are adding or editing an early childhood student, choose the best fit for when the student will test.

Disability Information

Disability Information

Primary Dis.: 15 15 - Developmental Delays ▼

Suspected Dis.: 13 13 - Autism ▼

Suspected Disability is required if Primary Disability is Developmental Delay (15)

Secondary Disability 8 8 - Orthopedic Impairments ▼

Secondary Disability for Related Services: 5 5 - Speech-Language Therapy ▼

- **All disability information must match what is found on the student's Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS)**
- **Primary Disability** – Every student **must** have a Primary disability.
- If you use Developmental Delay as the Primary Disability, there are several considerations:
 - The student must be less than ten (10) years old.
 - Hearing Impairment, including Deafness, Visual Impairment including Blindness or Deaf-Blindness are sensory impairments and will override Developmental Delays as a Primary Disability.
 - A student must have a Suspected Disability if Developmental Delay is chosen as the primary disability category.

Disability Information

Disability Information

Primary Dis.: 15 15 - Developmental Delays ▼

Suspected Dis.: 13 13 - Autism ▼

Suspected Disability is required if Primary Disability is Developmental Delay (15)

Secondary Disability 8 8 - Orthopedic Impairments ▼

Secondary Disability for Related Services: 5 5 - Speech-Language Therapy ▼

- **Secondary Disability** – A student may have a Secondary Disability category. It should be documented on the MEEGS.
- **Related Services** – The Related Services must be listed on the student's IEP. This category should not be the same as the Primary, Suspected, or Secondary disability category.

Student Data

- **Program Code** – Each student must have an age specific program code that corresponds to the services provided in their IEP. Once the student reaches the age of six (6), the code will be changed.

Program code: 1 ▾

- **Exit Information** – The district should enter information for student with IEPs no longer served by the district and exited between July 1, 2014 and June 30, 2015. Select the exit code from the drop down list and make sure that the exit date is in the mm/dd/yyyy format.

Exiting Information

Exiting Code: --Select- ▾

Exiting Date: (mm/dd/yyyy)

Discipline Data

Discipline:	#Times	#Days	
	<input type="text" value="0"/>	<input type="text" value="0"/>	Unilaterally removed to an interim alternative educational setting by school personnel for DRUGS
	<input type="text" value="0"/>	<input type="text" value="0"/>	Unilaterally removed to an interim alternative educational setting by school personnel for WEAPONS
	<input type="text" value="0"/>	<input type="text" value="0"/>	Unilaterally removed to an interim alternative educational setting by school personnel for SERIOUS BODILY INJURY
	<input type="text" value="0"/>	<input type="text" value="0"/>	Removed to an interim alternative educational setting based on a HEARING OFFICER DETERMINATION regarding likely injury
	<input type="text" value="0"/>	<input type="text" value="0"/>	Suspended OUT-OF-SCHOOL (Total)
	<input type="text" value="0"/>	<input type="text" value="0"/>	Suspended IN-SCHOOL (Total)
		<input type="text" value="0"/>	Number of days expelled (when expelled for the remainder of the school year).
	<input type="radio"/> Yes	<input checked="" type="radio"/> No	Were services received when expelled?
	<input type="text" value="0"/>	<input type="text" value="0"/>	Total removed from educational placement for disciplinary action

- Enter in any data for disciplinary actions taken throughout the school year. You must answer if services were received in the event that the student was expelled for the remainder of the school year.
- This information will become useful when you complete the disciplinary section of the End of Year Report.

Early Childhood Outcomes (ECOs)

- Entry ECO

- All students between 3 years old and 5½ years old with an IEP should have an ENTRY ECO completed when they enter your district.

Early Childhood Entry **

<input type="text" value="10/11/2013"/>	Early Childhood Entry Date (MM/DD/YYYY)
<input type="text" value="3"/>	Positive Social-Emotional Skills (including social relationships) (1–7)
<input type="text" value="1"/>	Acquiring and Using Knowledge (1–7)
<input type="text" value="3"/>	Taking Appropriate Action to Meet Needs (1–7)

- Exit ECO

- All students between 3 years old and 6 years old with an IEP should have an EXIT ECO completed when they: leave your district (moved to another LEA), leave special education services (returned to regular education), or turn 6 years old (aged out of preschool services). The child must receive at least 6 months of service.

Early Childhood Exit ***

<input type="text"/>	Early Childhood Exit Date (MM/DD/YYYY)
<input type="text"/>	Positive Social-Emotional Skills (including social relationships) (1–7)
<input type="radio"/> Yes <input checked="" type="radio"/> No	Has the child shown any new skills or behaviors related to positive socialemotional skills (including positive social relationships) since the last outcomes summary?
<input type="text"/>	Acquiring and Using Knowledge (1–7)
<input type="radio"/> Yes <input checked="" type="radio"/> No	Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?
<input type="text"/>	Taking Appropriate Action to Meet Needs (1–7)
<input type="radio"/> Yes <input checked="" type="radio"/> No	Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary?

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

Indicator 13 Checklist of Postsecondary Goals

- ANY student who turns 16 years old by July 1st or is entering the 9th grade MUST have the Indicator Checklist completed AND ENTERED.
- ANY student with an IEP who enters your district and is 16 or in the 9th grade MUST have the Indicator Checklist completed AND ENTERED.
- The checklist is completed during the IEP which will be in effect in 9th grade.
- This data is only entered for 16 year old students and is completed annually.
- Every question must have a “Yes” or “No” indicated.
- A copy of the Indicator 13 Checklist should be included in the student’s files.

SAVE YOUR WORK

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



Using SEAS

Remember, all data must be uploaded to the Child Count System from SEAS by June 30th. After that, SEAS will no longer be available.

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

How to Calculate Full Time Equivalent (FTE)

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

End of Year Summary Tables

- Paraprofessionals

- Enter the FTE of fully trained special education paraprofessionals employed, serving children aged 3 through 5 and children aged 6 through 21, by their qualification status.

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

End of Year Summary Tables

- Other Personnel

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

RELATED SERVICES PERSONNEL	(1) FTE - FULLY CERTIFIED	(2) FTE - NOT FULLY CERTIFIED	(3) TOTAL FTE
1. Audiologists	0.00	0.00	0.00
2. Speech-Language Pathologists	0.00	0.00	0.00
3. Interpreters	0.00	0.00	0.00
4. Psychologists	0.00	0.00	0.00
5. Occupational Therapists	0.00	0.00	0.00
6. Physical Therapists	0.00	0.00	0.00
7. PE Teachers and Recreation and Therapeutic Recreation Specialists	0.00	0.00	0.00
8. Social Workers	0.00	0.00	0.00
9. Medical/Nursing Service Staff	0.00	0.00	0.00
10. Counselors and Rehabilitation Counselors	0.00	0.00	0.00
11. Orientation and Mobility Specialists	0.00	0.00	0.00

End of Year Summary Tables

- Discipline

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

Data and Annual Performance Report

Table: Number of children with long-term suspensions/expulsions (totalling > 10 days) ▾

Update << Prev Next >> Preview All Printer Friendly

Table 3
Number of children with long-term suspensions/expulsions (totalling >10 days) ?

Accreditaion Report, October 1 District Total Enrollment	0	Of this number, how many are classified as special education as reported on the October 1 Child Count?	(1a) 2934	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	0	Of this number, how many are regular education students?	(1b) -2934	Number of children classified as regular education with long-term suspensions	(2b) <input type="text"/>	(2)/(1) X 100:

Update << Prev Next >> Preview All Printer Friendly

End of Year Summary Tables

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

Table 4 Evaluation/Eligibility Timelines 	
	Number of evaluations
Total Referrals	<input type="text"/>
1. Evaluations completed within 45 school days	<input type="text"/>
2. For evaluations not completed within 45 school days:	
a. Child changed districts prior to eligibility determination	<input type="text"/>
b. Parent failed or refused to produce the child	<input type="text"/>
c. Parent refusal to sign consent for evaluation caused delays in evaluation or initial services	<input type="text"/>
d. All other late evaluations:	<input type="text"/>
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.	<input type="text"/>
Reasons why evaluations not completed within 45 days (select all that apply)	
1. LEAs' failure to follow appropriate procedures	<input type="checkbox"/>
2. Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary	<input type="checkbox"/>
3. Lack of appropriate resources	<input type="checkbox"/>
4. Breaks in school calendars and/or staff not on contract	<input type="checkbox"/>

End of Year Summary Tables

- Three-Year Reevaluations

- Do not include initial the Evaluation/Eligibility Timelines from the previous table.
- You should include the number of reevaluations that required additional data, the number of reevaluations that *did not* require additional data, and the number that were late.

	(1)	(2)	(3)
Total number of three-year reevaluations completed during the school year	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
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

End of Year Summary Tables

- Early Childhood Transition
 - Any referrals from SoonerStart must be listed here.
 - Include any late evaluations occurred.
 - Do not forget to check reasons.
 - Have a list identifying students who were found eligible but the evaluation was late.

Type of Transition:	Number of Children
Total referred directly from SoonerStart (# of children who have been served in SoonerStart and referred for eligibility determination):	<input type="text"/>
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).	<input type="text"/>
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)	<input type="text"/>
3. Parent refused consent or declined services (# of children for whom parent refusal to provide consent caused delays in evaluation or initial services)	<input type="text"/>
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).	<input type="text"/>
5. IEP not completed on 3rd birthday and not included in above groups	<input type="text"/>
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.	<input type="text"/>
Reasons why evaluations not completed within 45 days (select all that apply)	
1. LEAs' failure to follow appropriate procedures	<input type="checkbox"/>
2. Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary	<input type="checkbox"/>
3. Lack of appropriate resources	<input type="checkbox"/>
4. Breaks in school calendars and/or staff not on contract	<input type="checkbox"/>
5. Late referral from SoonerStart	<input type="checkbox"/>

End of Year Summary Tables

- Early Intervening Services

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

<input type="text"/>	Number of regular education students WITHOUT Individualized Education Programs (IEPs) who received early intervening services (EIS) during the 2014-2015 school year. These are students who received interventions provided by EIS funds.
<input type="text"/>	Number of regular education students who received early intervening services (EIS) anytime in the past two school years (2012-2013 and/or 2013-2014) WITH Individualized Education Programs (IEPs) that are now being served in special education with an IEP.

Certify the End of Year Data Report

- The district superintendent must login and certify the data being submitted is accurate and true.
- The superintendent's username and password are the only district sign in that will show the certify button.
- The certify button is on the District tab. A small rectangular button with a yellow background and a dark blue border, containing the text "District Profile" in dark blue.
- The report must be certified before the deadline date of July 10th. Any activities, late entries, or corrections will be reflected in not meeting the target of 100% for this data submission.

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