2024 Special Education End of Year Reporting

OSDE-SES Data Team

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Overview:
End of Year Data Collection

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Why "End of Year" Data?

> Federal reporting requirements dictate which data elements states must collect and when for current fiscal year.

>> Oklahoma combines several data collections into one, calling it EOY.

>> Oklahoma is judged and scored for its compliance with data submission mandate: is it timely, accurate and complete?

>> By mandate, OSDE-SES must also ensure districts are compliant, timely and complete.

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Data Reporting Topics Today

➤ 45-day Timeline/"Child Find"

➤ Early Childhood Transition

➤ CEIS Participation

➤ Personnel

District Summary Data Page

➤ Secondary Transition

➤ Early Childhood Outcomes

➤ Discipline

➤ Exiting

Student-level Data in EDPlan

➤ Certification

➤ AR Reports Review

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2024 Critical Deadlines

- Q: When is OSDE going to pull data from EDPlan?
  - A: July 1.

- Q: Will I have a clean-up window to change data in EDPlan?
  - A: Districts have from now until midnight on June 30.

- Q: When will Superintendents certify and how?
  - A: From July 2 – July 14 through an online survey link.
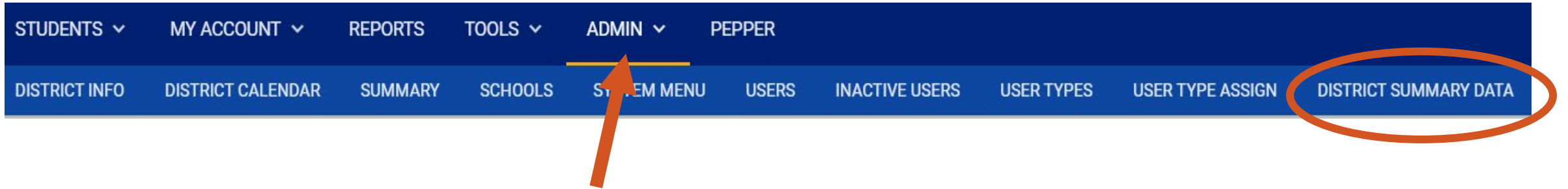
ALL DATA ENTERED BY JUNE 30!

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How is "timely & accurate" determined?

➤ Complete the District Summary Data page entirely by end of day, June 30, 2024.

➤ Submit any required compliance templates (lists of student delays)

➤ Certify by end of day, July 14, 2024

➤ Report compliance numbers accurately (verification does not identify unreported noncompliance)

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District Summary Data

Submit directly to OSDE-SES

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District Summary Data Page

STUDENTS ∨ | MY ACCOUNT ∨ | REPORTS | TOOLS ∨ | ADMIN ∨ | PEPPER

DISTRICT INFO | DISTRICT CALENDAR | SUMMARY | SCHOOLS | SYSTEM MENU | USERS | INACTIVE USERS | USER TYPES | USER TYPE ASSIGN | DISTRICT SUMMARY DATA

- Access through the blue menu bar.

- Administrator access only.

- Page may be saved and updated multiple times.

- Zeros required in empty boxes.

- Incomplete pages on July 1 are flagged as not timely and non-compliant

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Ind. 11: 45-day Timeline/"Child Find"

▶ Purpose: To report a count of delays and the reasons for delay in completing initial evaluations once parental consent is given.

▶ Two broad categories of delay:

  ▶ Family reasons

  ▶ Other reasons

▶ Relevant Insights Report: Eligibility Timeline Report

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Why was the evaluation delayed?

Indicator 11: Child Find - Evaluation/Eligibility Timelines

Report timeliness for all initial evaluations for which parent consent was obtained, including students who move in from out of state or were determined not eligible at a prior evaluation. • Include SoonerStart referrals in the count if you obtained consent for additional evaluations. • Include all evaluation types, including for SLI. • If an evaluation is due before the end of this school year and could not be completed, report this year under 2 (a, b or c), and check the appropriate reason for delay if 2.c. • If consent is obtained this school year but is due next school year, report next year. • Review the Eligibility Timeline Report in EDPlan Insights for a list of initial consents and timelines.

Total Count: Initial Consents for Evaluation

CalculatedNumber
3 (3)

If 2.c has at least one child counted, mark the reasons why the evaluation(s) were not completed within 45 days (select all that apply)

1. Count of initial evaluations completed within 45 school days: 3

☐ LEAs' failure to follow appropriate procedures

☐ Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary

2. For evaluations not completed within 45 school days:

☐ Lack of appropriate resources

☐ Breaks in school calendars and/or staff not on contract

Family Reasons

a. Count of children who changed districts prior to eligibility determination   0

☐ Late referral from SoonerStart

☐ Parents did not show for scheduled eligibility meeting or delayed meeting

b. Count of children whose parents failed or refused to produce the child for evaluation   0

☐ Extreme weather or other atypical events such as pandemics
(Required)

c. Count of all other late initial evaluations   0

Other Reasons

If (2.c) has at least one child counted, you are required to produce a spreadsheet of all students whose evaluations were not completed within 45 school days (due to non-family reasons). Include the full name, STN, DOB and reason for delay in the spreadsheet. Upload it as a document to student 'Data Test' in EdPlan.

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.   0

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Indicator 11 Reporting Notes

➤ Report timeliness for all initial evals for which parent consent was obtained, including students who moved in from out of state or were determined not eligible at a prior evaluation.

➤ Include SoonerStart referrals in the count if you obtained consent for additional evaluations.

➤ If an evaluation is due before the end of the school year and could not be completed, report THIS YEAR under 2 (a, b or c), and check the appropriate reason for delay if 2.c.

➤ If consent is received this school year but is due next school year, report NEXT YEAR.

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45-day Timeline Reminders

❯ Delayed meetings are not excused.

  ❯ Can complete an eligibility determination without parents present, provided attempts have been made to include them.

❯ **Special Note: "All other late evaluations"**

  ❯ Districts must create a separate Excel file that lists the specific names and STNs of students whose evaluations were late for a non-family reason and the reason for delay.

  ❯ Upload this "45Timeline-DistrictName" file in the LEA Document Library under the "Data" category in your EDPlan system

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Updated Monitoring Process

▶ Compliance and Monitoring Team will pull the initial eligibility timeline report to check on unreported or misreported initial consents and completed evaluations

▶ If a possible mis-report is found, the district will be notified and asked to clarify its reporting data

▶ Inaccurate reporting is considered non-compliance with IDEA

▶ Not providing the Excel list of students is considered non-compliance

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Ind. 12: Early Childhood Transition

▶ Purpose: to report the counts of eligibility outcomes for children transitioning from SoonerStart and the reasons for delay in completing evaluations and IEPs

▶ Two broad categories of delay:
  ▶ Family
  ▶ Other

▶ Relevant Insights report: EC Transition Report

▶ Reporting will be updated in the next reporting period

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What was the transition outcome, and why was it delayed?

Family Reason

Other Reasons

Indicator 12: Early Childhood Transition - Children with Disabilities Referred from Part C to Part B

Report timeliness of completion of early childhood transition for any child referred from SoonerStart to your district who will turn 3 before June 30 of this calendar year. • If a record is electronically transferred to your district but no contact was ever made with the family or SoonerStart on their behalf, you do not need to count it as a referral. • A delayed referral is not considered excused unless the child is new to SoonerStart and the referral is made less than 3 months prior to the child's 3rd birthday (report in line 4). • Review the Early Childhood Transition Report in EDPlan Insights for a list of children whose records have been electronically transferred to your district.

Total referred directly from SoonerStart (# of children who have been served in SoonerStart and referred for eligibility determination)

CalculatedNumber
0

1. Count of children determined NOT eligible for Part B services before their third birthdays.

0

2. Count of children found eligible who have an IEP developed and implemented by their third birthdays.

0

3. Count of children whose parents refused consent, could not ever be contacte, failed to produce the child for evaluation, changed districts, or declined services, causing delays to or halting the evaluation and IEP processes.

0

4. Count of children found eligible for Part B who were also determined eligible for SoonerStart services less than 90 days before their third birthdays (late referrals to SoonerStart). The Part B eligibility and IEP may or may not have been delayed.

0

5. Count of children whose IEPs were not completed on their third birthday and not included in above groups.

0

If (5) has at least one child counted, mark the reasons why the IEP was not completed on or before their third birthday (select all that apply)

☐ LEAs' failure to follow appropriate procedures
☐ Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary
☐ Lack of appropriate resources
☐ Extreme weather or other atypical events such as pandemics

☐ Breaks in school calendars and/or staff not on contract
☐ Late referral from SoonerStart
☐ Parents did not show for scheduled eligibility or IEP meeting or delayed meeting

If (5) has at least one child counted, you are required to produce a spreadsheet of all transitions that were not completed prior to the student's third birthday (due to non-family reasons). Include the full name, STN, DOB and reason for delay in the spreadsheet. Upload it as a document to student 'Data Test' in EdPlan.

For all eligibility determinations and IEPs not completed by the third birthday, indicate the maximum number of days beyond the third birthday to implement the most tardy IEP.

0

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Indicator 12 Reporting Notes

> Report timeliness of completion of early childhood transition for any child referred from SoonerStart to your district who will turn 3 before June 30 of this calendar year.

> If a record is electronically transferred to your district but no contact was ever made with the family or SoonerStart on their behalf, you do not need to count it as a referral.

>> If you make contact, count it as a referral even if the parent declines services. Complete a) the RED "parent is revoking consent for evaluation" or b) the MEEGS "parent is declining consent for initial placement" if the parents do not want to continue in Part B.

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Notes on EC Transition

❯ Only report children turning 3 on/before June 30

❯ A late referral *from* SoonerStart is not excused
  ❯ Not the same if the child was referred at the last moment to SoonerStart (initial referral outcome #4)

❯ Delayed meetings are not excused under indicator 12

❯ **Special Note: "IEP not completed on 3rd b-day and not included in above groups"**
  ❯ Districts must create a separate Excel file that lists the specific names and STNs of students whose evaluations/IEPs were late for a non-family reason and the reason for delay.
  ❯ Upload this "ECTransition-DistrictName" file to EDPlan in the "LEA Document Library" external documents.

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Document Sharing Tool
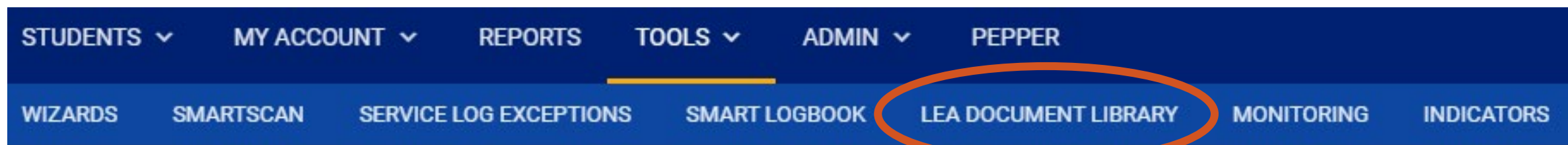
> Tools
>> LEA Document Library

> Upload the appropriate template.

> Admin access only

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Uncategorized   Compliance   Caseload/Class Size   End of Year   PD Bonus   District Determinations   Indicator Toolkits   Data   Significant Disproportionate

Search: _____

Position ↑	Document Name	Uploaded By	Uploaded Date	Delete
No data available in table				

UPLOAD DOCUMENT(S)   **SAVE**

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Secure Document Upload

✕

ℹ Permitted file extensions are: PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, PNG, XLSX, PPTX, and DOCX. No file may be greater than 1000.00 MB in size.

File	Name (if not provided, the file name will be used)	File Category
⬆	⌄	⌄
⬆		
⬆		
⬆		
⬆		

Compliance
Caseload/Class Size
End of Year
PD Bonus
District Determinations
Indicator Toolkits
Data
Significant Disproportionate

CLOSE   **CONFIRM**   **APPLY TO ALL SITES**

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Personnel

▶ Purpose: To report a count of FTEs of related services personnel and paraprofessionals working in schools who serve students on IEPs for any amount of time during the week.

▶ Related services: fully certified and not

  ▶ 11 discipline categories

▶ Paras: qualified and not

  ▶ By age group

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Related Services Table & Para-Professional Table in DSD

Personnel

ⓘ Report the proportion of "full-time equivalent" positions your district employs or contracts in each related service area. • Report the proportion of time worked (quarter time is 0.25). If a position is not full-time, do not report 1.0. • Only report the proportion of time worked that is in service to an IEP. For PE teachers, social workers, medical personnel and counselors, do not report unless a portion of their time is dedicated to providing specific "IEP related services" (time spent on IEP teams and evaluations can be included). • Coops/ILCs must calculate service provision across their member districts and provide those districts the FTE counts for Coop personnel.

Other Personnel Serving Students on an IEP ages 3-21 | ParaProfessionals Serving Students on an IEP ages 3-21

Audiologists - FTE Fully Certified	0	Audiologists - FTE NOT Fully Certified	0
Speech-Language Pathologists - FTE Fully Certified	0	Speech-Language Pathologists - FTE NOT Fully Certified	0
Interpreters - FTE Fully Certified	0	Interpreters - FTE NOT Fully Certified	0
Psychologists - FTE Fully Certified	0	Psychologists - FTE NOT Fully Certified	0
Occupational Therapists - FTE Fully Certified	0	Occupational Therapists - FTE NOT Fully Certified	0
Physical Therapists - FTE Fully Certified	0	Physical Therapists - FTE NOT Fully Certified	0
PE Teachers and Recreation and Therapeutic Recreation Specialists - FTE Fully Certified	0	PE Teachers and Recreation and Therapeutic Recreation Specialists - FTE NOT Fully Certified	0
Social Workers - FTE Fully Certified	0	Social Workers - FTE NOT Fully Certified	0
Medical Nursing Service Staff - FTE Fully Certified	0	Medical Nursing Service Staff - FTE NOT Fully Certified	0
Counselors and Rehabilitation Counselors - FTE Fully Certified	0	Counselors and Rehabilitation Counselors - FTE NOT Fully Certified	0
Orientation and Mobility Specialists - FTE Fully Certified	0	Orientation and Mobility Specialists - FTE NOT Fully Certified	0

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Calculating FTEs

➤ Include only personnel employed or on contract as of child count (October 1 of current school year).

➤ Count total average hours served with students on IEPs, by category.

  ➤ Full time = 1; Half time = 0.5
  ➤ Round to the hundredth decimal (0.00).

➤ If a service provider works even 5 hours per year with students on IEPs, count the hours as a % of FTE.

➤ See FTE Calculator for assistance.

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Examples: FTEs

Part-time, Weekly

Work week is 35 hours

SLP works 20 hours/week

$$FTE = 20/35 = 0.57$$

Full-time **Counselor** serves 3 students, 1 hour/week each

$$FTE = 3/35 = 0.0857 = 0.09$$

Periodic Contracted

Work month is average 140 hours; year is 1080 hours

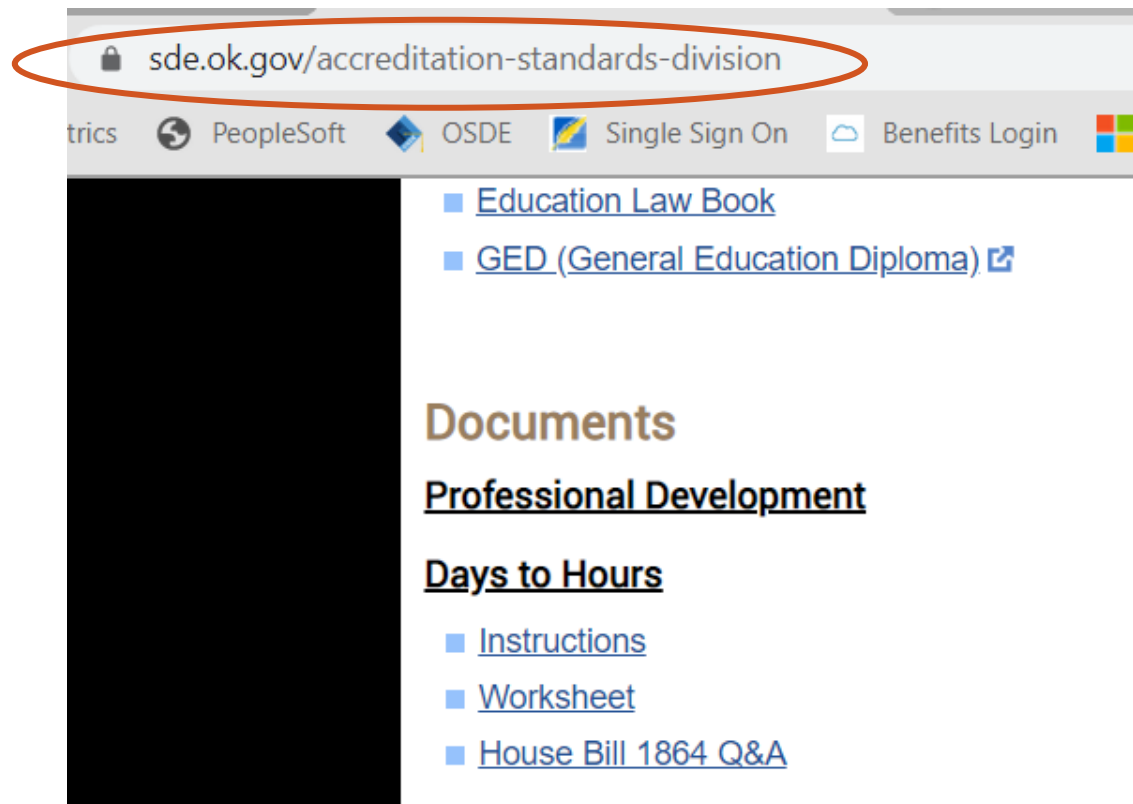**Psychometrist** works average of 11 hours/month

$$FTE = 11/140 = 0.0786 = 0.08$$

Interpreter works 5 hours/year

$$FTE = 5/1080 = 0.005$$

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Calculating School Year Hours

Accreditation has a worksheet with instructions to calculate the number of school hours for the year

Notes & Reminders

▶ Be careful of counts in these categories:
  ▶ PE teachers
  ▶ Social workers
  ▶ Medical/nursing staff
  ▶ Counselors

  …if personnel work the majority of their time with children without disabilities, report *only* the portion of FTE that they work specifically with children with disabilities providing special education and related services.

▶ Assistants must be reported as *not fully certified.*

▶ Districts with unusual numbers will be contacted for clarification.

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Coop and ILC Member Districts

➤ If a district pays a cooperative or interlocal agency to provide services, whoever manages the centralized services must assist member districts with the calculations of FTE.

➤ For example: a SLP works full-time for a coop that serves six districts. The coop must determine the FTE percentage for each of the six districts and share that information with each one. The total should add to 1.0 (0.1 in district A, 0.25 in district B, etc.)

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Paraprofessionals

➤ Report only paras who work with students with disabilities for any amount of time, unless a general para for a classroom.

➤ 3 to 5 age group: report only paraprofessionals working with preschool students

➤ Do not include paras working with 5 year olds in kindergarten.

➤ 6 to 21 age group: report paraprofessionals serving students beginning in kindergarten

➤ Include all kindergarten paras, regardless of children's age.

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Voluntary CEIS Student Reporting

➤ For each LEA that reserved funds, purpose is to report:

➤ the count of students receiving voluntary "Coordinated Early Intervening Services" during the current school year, AND

➤ the count of students who received voluntary CEIS at any time in the current or past two school years and received special education and related services during this school year.

ⴲ Provision of Early Intervening Services (EIS)

ⓘ   If your district voluntarily set-aside special education funding this school year to support "Coordinated Early Intervening Services" (CEIS), you must report how many students received interventions provided by the funds (line 1) and how many subsequently received special education services (line 2). These funds would be set-aside as 623 funds.

Number of regular education students WITHOUT Individualized Education Programs (IEPs) who received early intervening services (EIS) during the current school year. These are students who received interventions provided by EIS funds.   0

Number of students served under Coordinated Early Intervening services and subsequently received special education and related services under Part B of IDEA during the preceding 2-year period.   0

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Student-level Data

Review before retrieved

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Student-level Data

› Pulled directly from entries made in EdPlan

› Data entered for individual students

  › Early childhood outcomes

  › Secondary transition

  › Discipline information

  › Exit reasons

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Indicator 7: Early Childhood Outcomes

Purpose: To report the specific learned skills outcomes of very young students

➤ EDPlan: Early Childhood Data Collection in the IEP Process in the workspace

➤ Relevant Insights report: EC Outcomes Report

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Content: Child Outcomes Summary Form

- Rate all three outcomes as compared to peers without IEPs at entrance to early childhood program and at exit:
  - Social & emotional skills
  - Acquiring and using knowledge and skills
  - Taking appropriate action to meet needs
- Record whether progress was made at exit.

http://ectacenter.org/~pdfs/eco/Decision_Tree.pdf

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COSF Criteria for Data Entry

- ECOs should reflect achievements made while receiving early childhood services, defined as "pre-kindergarten" (whether in a formal PK program or not)

- All students ages 3 to 5 in preschool should have ENTRANCE ratings if expected to receive services for at least 6 calendar months.
  - Entry ECOs are required to be completed during the initial IEP process for all children not yet in kindergarten.

- EXIT ratings must be completed and posted by June 30 for students who have received IEP services for at least 6 months *and* are:
  - transitioning to kindergarten in the fall,
  - turning six prior to kindergarten, or
  - *no longer eligible for special education services.* ***Whichever happens first!***

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Guidance on Entry Ratings

❯ Entry date should be no later than the IEP start date (*not* the evaluation date)

❯ Always provide an entry ECO rating:

❯ Any three to five year old who enters as a "PK" student and will be receiving services as a PK student for at least six months

❯ Entry ECO ratings are not required for:
- Children who are first placed on an IEP in Kindergarten **or less than six months before ending participation in a PK program**
- Children who will turn six in PK before receiving six months of services

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ECO Entry Rating Scenarios

➤ Isaac joins your public PK program in August at age of 4. The following February he is determined eligible for special education services and has an IEP…

> ➤ If he will continue in PK as a 5 year old: entry ECOs required.

> ➤ If he will enter KG as a 5 year old: entry ECOs *not* required.*

* If EDPlan requires ECOs to finalize the IEP, enter the information. He will not be counted because will have less than 6 months of service by June 30.

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Guidance on Exit Ratings

> Exit date should be date completing PK/or last day of PK services *or* date of IEP completion

> Always provide an exit ECO rating if a child has 6+ months of service AND:

>> **Is three to five years old and is no longer eligible for special education services (eg, dismissed from spec. ed)**

>> Will definitely start Kindergarten the next fall (regardless of age)

>> Has started kindergarten without receiving exit ECO ratings earlier (can use date of rating as exit date)

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ECO Exit Rating Scenarios

➤ Monica has received speech services since she was 3. She is now 5 and has entered KG: exit ECOs required ASAP.

➤ Gloria has received speech services since she was 3. She is now 4 and no longer needs the services and has been dismissed from special education: exit ECOs required.

➤ Andy is starting KG and will turn 6 in October. His first IEP started in April: exit ECOs *not* required (entry not required either).

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ECOs: What if…

➤ A child leaves, moving to a new district while still in PK?
   ➤ Exit ratings become the responsibility of the new district.

➤ A child leaves your district at the end of PK?
   ➤ Exit ratings are your responsibility. Enter them before the transfer or share with the new district.

➤ A child comes to my district missing the proper exit ratings?
   ➤ Contact the previous district for input and data regarding skill status at the end of their services at the previous district.

➤ I forgot to complete or enter them on time?
   ➤ Complete and/or enter them as soon as possible. Missing exits will be counted against the district on the end of year report.

Indicator 13: Secondary Transition

- Purpose: To report the percentage of students whose IEPs meet the secondary transition requirements:
  - The IEP includes post-secondary goals and
    - Goals are updated annually
    - Goals based on age-appropriate transition assessment
    - Goals related to transition service needs
    - Transition services that will reasonably enable the achievement of post-secondary goals
    - Services include courses of study relevant to goals
  - Student was invited to the IEP Team meeting
  - Relevant related agency representatives invited with consent

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Sec. Transition Compliance

❯ Students in high school must have a current IEP
  ❯ Out of date IEPs are considered non-compliant
    • Next IEP date must be after Jun 30, 2023.

  ❯ Students exiting your school must have IEPs current at time of exit

    • Late exits will complicate the compliant check

❯ OSDE-SES will review the status of IEPs in early May, having found in recent years that some districts are not maintaining up-to-date IEPs for students during the academic year. Any IEPs that are significantly out of date (more than two weeks) when the check is conducted will be marked as noncompliant.

Sec. Transition Reminders

➤ Required for students on or before their 15th birthday or before the beginning of the student's ninth-grade year, whichever comes first

➤ When finalizing IEPs or completing the "summary of performance" for graduates:

  ➤ Update all contact in the SIS for post-secondary outcome data collection, including student's email and phone number

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Discipline

▶ Purpose: To report ALL disciplinary *removals* for students with IEPs (ages 3-21) according to OSEP reporting requirements. Feeds indicator 4 and significant disproportionality calculations.

▶ Types of Disciplinary Removals to Report:

> In-School Suspension (ISS)

- Informal Removals

> Out-of-School Suspension (OSS)

> Unilateral removal to Interim Alternative Educational Setting (IAES)

> Removal by hearing officer to IAES

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Differences in Types of Discipline

‣ ISS: Any removal from standard educational placement to another in-school location, for disciplinary reasons

‣ OSS: Removal from school building for disciplinary reasons

‣ Drugs, weapons, SBI:

  ‣ Unilateral removal: Removal to an alternative setting by school personnel for drugs, weapons or SBI offences

  ‣ Hearing officer removal: Removal to an alternative setting by hearing officer (usually for SBI offences only)

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Discipline Reporting Notes

- Enter each removal of an hour or more.
  - Removals that are permitted by the IEP or as part of a BIP are not considered disciplinary removals and are not reported.
- Enter removals for students no longer active in your district, if the removal occurred while actively enrolled and on an IEP.
  - If prior to having an IEP, do not report.
- Review the weapons, drugs and SBI definitions to avoid mis-reporting.
- Enter *all* Restraint/Seclusion, corporal punishment incidents

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Entering Discipline

➤ Enter each discipline incident in EDPlan for any student. Open Processes then the "Discipline Info" tab.

➤ You will first be asked to report whether services were provided during the removal.

Entering Restraint/Seclusion, Corporal Punishment

➤ Complete Restraint/Isolation Tracker (Location, Date, etc.) and click the appropriate button.

➤ Complete form on next page and save.

Exiting

Purpose: To report the count of students (ages 14-21) who exited districts by reason. Feeds the graduation and drop-out calculations.

- Reasons for exit that are included in the collection:
  - Dropped Out of School
  - Graduated with Diploma
  - Moved, known to be continuing
  - Reached maximum age
  - Return to education

- ***Non-eligibility events are considered SPED exits. Do not use "Parent is revoking consent for evaluation" to remove a student from an IEP or in the RED process.***

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Exit Reason Notes

- "Withdrawn before the age of compulsory attendance" is not a valid code for secondary students. Counted as a dropout.

- Students presumed to enroll who never show at start of year:
  - Exit in EDPlan with "Deleted Enrollment…incl. no shows" code

- "Reached maximum age" is not a valid code for 18-20 year-old students.
  - Maximum age is 22 during the final school year of education, or age 21 if the student will turn 22 the following summer.
  - Counted as a dropout if used for a younger student.

- Students who return in the same SY are not dropouts.

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Exiting and your SIS

- Exits should happen automatically based on the SIS entry
  - Ensure students exited correctly *in the SIS*
  - Can update in EDPlan if exit reason or date needs corrected and it does not pull from the SIS

- If your vendor or district delays processing exits:
  - Manually exited students may not stay exited
  - Exit and secondary transition reports may not be correct
  - May appear noncompliant because of an active but exited record

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Exiting and EOY Certification

❯ Not included in June 30 EOY reporting deadline.

  ❯ The exiting report may not be final by June 30, depending on vendor and district exiting practices

  ❯ Review prior year exits in Exiting Report by August 30 for accuracy. Compare to Accountability.

❯ Will pull report and check against Accountability exit reasons at the start of September.

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Exiting: What if…

➤ A student I exit keeps re-activating?

   ➤ Check the exit coding in the SIS and the WAVE

➤ The exit reason is "unknown" or is blank (missing)?

   ➤ Update the exit reason in the SIS and EDPlan to the correct code

   ➤ Unknowns count as drop-outs

➤ We do not know what happened to a student who left?

   ➤ OSDE-SES will compare all reasons in EDPlan to Accountability

   ➤ Students who transferred to other districts during the same SY will not count against the originating district

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Certification

❯ Superintendents must certify between July 2 and July 14.

 ❯ An online link will be sent out when certification window opens.

 ❯ Superintendents will receive an email verifying certification.

❯ If not certified by the deadline, the report will be considered untimely

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Summary: Data to Certify

Superintendents certify the completeness & accuracy of the following data elements, as discussed in this presentation:

- From the District Summary Data page:
  - Personnel FTE counts;
  - Initial consent counts and causes for delay in evaluation; and
  - Referral counts and early childhood transition causes for delay.

- From student IEPs:
  - Early childhood outcome dates and ratings for all applicable students;
  - Secondary transition compliance for all applicable IEPs; and
  - All disciplinary removals for each special education student reported.

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Sharing Data for Certification

❯ District Summary Data:

  ❯ Take screen shots, Control-A to select and print, etc.

❯ Student-level data reports:

  ❯ Produce digital copies of all EOY reports in EDPlan Advanced Reporting:

    • PDF
    • Excel
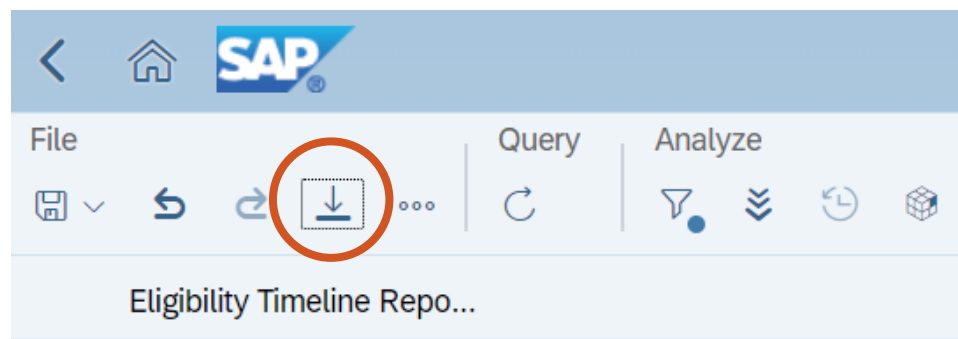
Resources: OSDE-SES Data Pages

▶ Guidance

   ▶ EOY data collection manual

   ▶ Discipline walk-through/decision-tree

   ▶ EC Environments & Outcomes

▶ Templates

   ▶ Non-compliance: student lists for 45-day timeline delays and EC transition delays

   ▶ Discipline uploads

   ▶ Personnel FTE Calculator

▶ https://sde.ok.gov/end-year-data-reporting

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Other Resources

➤ Discipline:
https://ideadata.org/sites/default/files/media/documents/2018-05/Discipline_Data_QA_Final.pdf

➤ ECOs:

➤ https://ectacenter.org/eco/assets/pdfs/decision_tree.pdf

➤ https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf

➤ https://sde.ok.gov/sites/default/files/FINAL%20ECO%20Best%20practices%20Revision2023%20.pdf

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Review: Advanced Reporting

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How to Access Advanced Reporting

❯ In EDPlan, first open
  ❯ Reports
  ❯ Then EDPlan Insights

❯ Select:
❯ _OK Reports
  ❯ _OK Reports Library
    ❯ End of Year folders

…to access the EOY reports
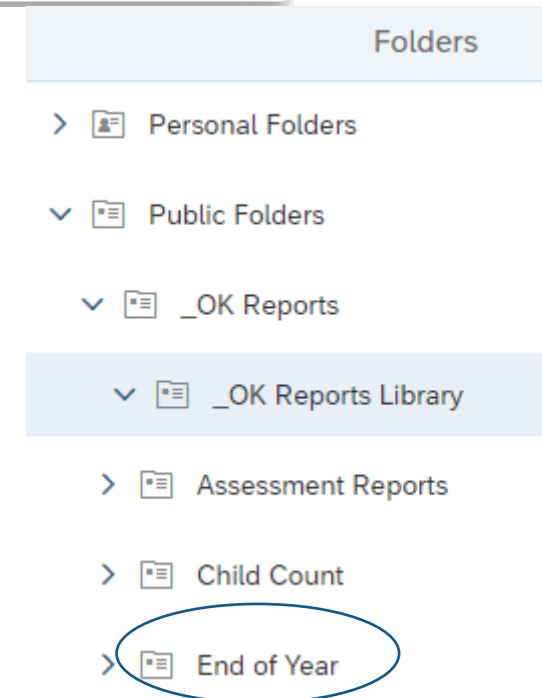
EOY Reports in AR

- Discipline Incident Report
- Discipline Report
- District Summary Data 11-12-EIS
- District Summary Data Personnel
- Early Childhood Outcomes
- Report Early Childhood Transition
- Report Eligibility Timeline Report
- Exiting Report
- Secondary Transition Report

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Discipline Incident Report

▶ Pulls students who have had at least one discipline event entered or uploaded to EDPlan

▶ Displays all distinct discipline events for each student

  ▶ Includes type and days

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Discipline Report

▶ Pulls students who have had at least one discipline event entered or uploaded to EDPlan

▶ Displays aggregated discipline event data for each student

▶ Breaks down discipline event information by type and days disciplined

▶ Used for indicator 4 calculation and significant disproportionality calculations

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District Summary Data Reports

▸ Lists every data point entered on the district summary data page:

   ▸ Compliance and CEIS numbers

   ▸ Personnel numbers

▸ Missing/empty boxes (excluding unchecked reasons for delay) are counted against the district for completeness.

▸ Used for indicators 11 and 12, and personnel report

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Early Childhood Outcomes Report

▶ Pulls students who are in preschool or 5 in KG

▶ Displays entry and exit dates and ratings on EC outcomes, and improvement status

▶ **Red Flags** tab shows issues with incorrect or missing information…students on this tab may not be counted

▶ Used for indicator 7 calculation

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ECO Report Notes

Student Last Name	Student First Name	Age	Grade Code	6th Birthday	Current IEP Date	Non-Elig Date	Student Status	Note
Test	October	5	PK	10/13/20	4/3/20	10/28/19	Active	ECOs required this SY

➤ Non-eligibility date: if more recent than current IEP date, ECOs required ASAP.

➤ "Note" tells you whether ECOs required or "may be needed" this SY.

　➤ "May be needed" is based on unknowns: we do not know at the state whether a child will be in KG the following year. Review locally.

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Early Childhood Transition Report

▶ Pulls students who turn 3 during reporting period and whose records were digitally transferred to the LEA

▶ Displays whether students have eligibility and IEPs done by their 3rd birthday

▶ **Red Flags** tab shows potential issues with student information (missing STNs, incomplete IEPs, etc.)

▶ *Not* used for indicator 12 calculation

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Eligibility Timeline Report

> Pulls students who had an active initial parent consent at the start of the school year through June 30

> Counts school days between initial parent consent and eligibility determination, if event timeline correct

>> Uses first initial parent consent event date to calculate days between consent and following event

>> Multiple consents will throw off timeline

> Used to validate indicator 11 numbers submitted by LEA

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Exiting Report

▶ Pulls students who exited the district during the reporting period

▶ Displays most recent student exit date & reason

▶ **Red Flags** tab shows missing information that keeps students off of main report…and uncounted

▶ Used for indicators 1 & 2 calculations (graduation and dropout)

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Secondary Transition Report

➤ Pulls students who are at least in 9th grade or 15 years old and the end date of the currently active

➤ **Red Flags** tab shows students with out-of-date IEPs and IEPs that will be out of date as of June 30.

➤ Used for indicator 13 calculation

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End of Year Resources
https://sde.ok.gov/end-year-data-reporting

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