

SPECIAL EDUCATION DATA REPORTING

End of Year Collection



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

OSDE-SES Data Team
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CHILD FIND/CONSENT TO ELIGIBILITY TIMELINE

OSDE-SES requires districts to report the number of children who were evaluated within 45 school days of receiving parental consent for **initial** evaluation as part of the data collected for End of Year Reporting. It is reported to the Office of Special Education Programs (OSEP) annually.

WHICH STUDENTS SHOULD BE REPORTED?

Report all children with disabilities (IDEA) aged 3-21 who received parental consent for an initial evaluation throughout the fiscal year (July 1-June 30), including students for whom an initial parental consent for evaluation was obtained and who moved before or after the eligibility determination. Children referred from SoonerStart must be included in the count for this indicator.

HOW IS THIS FILE USED?

OSDE-SES uses data from the District Summary Data page to compute Indicator 11 (Child Find) for each district by determining the number of students who did not have an evaluation within 45 school days of receiving parental consent. The day that parent consent received is counted as day one. It is assumed that all reported dates are true and accurate upon certification.

HOW IS THIS DATA CALCULATED?

The compliance rate for Child Find is calculated using the following data points:

- a. # of children for whom parental consent to initially evaluate was received.
- b. # of children whose evaluations were completed within 45 school days.

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

The measure must also account for children included in (a) but not included in (b). For any delay, indicate the range of days beyond the timeline when the evaluation was completed and any reason(s) for the delay.

INSTRUCTIONS FOR DATA CALCULATION AND SUBMISSION

The timeframe set for initial evaluation does not apply to districts if:

1. the parent of a child repeatedly fails or refuses to produce the child for the evaluation, or
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 eligible for services.

Districts should count students who fall into these two categories on an individual basis on the District Summary Data Page. For every other evaluation that was delayed, the reason for delay must be reported, and the student's information shared with OSDE-SES. Please report the reasons as described on the appropriate non-compliance template.

ADDITIONAL RESOURCES

- ["45-School Day Timeline, Early Childhood Transition, and ECO Questions" on page 26 of this guidebook](#)

DISCIPLINE

OSDE-SES requires districts to report **all disciplinary removals** (i.e. in-school and out of school suspensions) at the student level as part of the data collected for End of Year Reporting and reported to the Office of Special Education Programs (OSEP). The student level data must be entered in OK EdPlan via the student's "discipline" tab on or prior to June 30.

WHICH STUDENTS SHOULD BE REPORTED?

Students with special education eligibility between the ages of 3-21 (as of Oct 1, 2016) and were subject to a disciplinary removal. **Exclude** students who have cumulatively been suspended for less than half a school day. **Exclude** parentally-placed private school students.

DEFINITIONS

Dangerous weapon

A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury; such a term does not include a pocket knife with a blade of less than 2 ½ inches in length. See [18 U.S.C. Section 930\(g\)\(2\)](#)¹.

Direct supervision

School personnel are physically in the same location as students under their supervision.

Disciplinary removal

Any instance in which a child with a disability is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to the child or others.

Drug offenses

The use, possession, sale, or solicitation of drugs as identified in [21 U.S.C. Section 812\(c\)](#)². These offenses do not include the use, possession, sale, or solicitation of alcohol or tobacco.

Expulsion

An action taken by the LEA removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days.

In-school suspension (ISS)

Instances in which a child is temporarily removed from his/her regular placement for disciplinary purposes, but remains under the direct supervision of school personnel. This includes removals that may not be called a suspension by school personnel, but are *de facto* suspensions and must be reported as such.

Interim alternative educational setting (IAES)

An appropriate setting determined by the child's IEP team in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

¹ <http://bit.ly/2UU4XMb>

² <http://bit.ly/2Uh7Sl7>

Number of days

Number of school days elapsed between the start of the specific type of discipline and the end of the specific type of discipline for each discipline event.

Out-of-school suspension (OSS)

Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.

Removal by a hearing officer

Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.

Serious bodily injury

A bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or faculty. See [18 U.S.C. Section 1365\(h\)\(3\)](#)³.

Unilateral removals

Instances in which school personnel (not the IEP team) order the removal of the children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals **do not** include decisions by the child's IEP team to change a student's placement.

INSTRUCTIONS TO DETERMINE CORRECT DISCIPLINE REPORTING

1. Did a violation of the code of student conduct occur?
YES — Continue to question 2.
NO — A disciplinary removal shall not take place.
2. Was the student removed from his/her regular classroom(s) for greater than or equal to one-half of one day?
YES — Continue to question 3.
NO — A disciplinary removal shall not take place.
3. Was the removal the result of a hearing officer determination? See [34 C.F.R. 300.532\(b\)](#)⁴.
YES — Continue to question 25.
NO — Continue to question 4.
4. Did the student:
 - a. possess a weapon at or carry one to school;
 - b. knowingly possess or use illegal drugs, or sell or solicit the sale of a controlled substance; and/or
 - c. inflict serious bodily injury upon another person while on school premises or at a school function (under the jurisdiction of a State or local education agency)?**YES** — Continue to question 17.
NO — Continue to question 5.

³ <http://bit.ly/2CEtX2L>

⁴ <http://www.law.cornell.edu/cfr/text/34/300.532>

In-School Suspensions

5. Did the student remain under the direct supervision of school personnel during the removal from his/her regular classroom(s)?
YES — Continue to question 6.
NO — Continue to question 12.
6. While removed from his/her regular classroom(s) and due to the disciplinary removal, did the student's "placement" change?
YES — Continue to question 7.
NO — Each half-day or more removed from the regular classroom(s) **must be counted as ISS**. Since there was no change of placement, these days **do not need** to be taken into account towards the manifestation determination timeline. See [Section 615\(k\)\(1\)\(E\)](#)⁵.
7. Was the sum of all days of prior and current removal(s), where the placement of the student has been changed, less than 10?
YES — Each half-day or more removed from the regular classroom(s) **must be counted as ISS**. Since there was a decision to change the placement of the student, then you **must also** take each of these days into account towards the manifestation determination timeline.
NO — Continue to question 8.
8. Was there a manifestation determination meeting held?
YES — Continue to question 9.
NO — You are not in compliance with IDEA. See [Section 615\(k\)\(1\)\(E\)](#)⁶.
9. Was it determined that the disciplinary incident was a manifestation of the student's disability?
YES — Continue to question 10.
NO — Continue to question 11.
10. Was the student returned to the original placement or was the IEP-placement changed during the manifestation determination meeting? See [Section 615\(k\)\(1\)\(F\)](#)⁷.
YES — Each half-day or more that the student was removed from their regular classroom(s), prior to the student's return to the original placement or changed IEP-placement, **must be counted as ISS**.
NO — You are not in compliance with IDEA.
11. Was the student's IEP placement changed during the manifestation determination meeting?
YES — Each half-day or more that the student was removed from their regular classroom(s), prior to the student's new IEP-placement, **must be counted as ISS**.
NO — See [Section 615\(k\)\(1\)\(C\)](#)⁸. **Any days removed from regular classroom(s) must be counted as ISS**.

Out-of-School Suspensions

12. Was there a manifestation determination meeting held?
YES — Continue to question 13.
NO — Continue to question 16.

5 http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_law.pdf

6 http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_law.pdf

7 http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_law.pdf

8 http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_law.pdf

13. Was it determined that the disciplinary incident was a manifestation of the student's disability?
YES — continue to question 14.
NO — continue to question 15.
14. Was the student returned to the original placement or was the IEP-placement changed during the manifestation determination meeting? See [Section 615\(k\)\(1\)\(F\)](#)⁹.
YES — Each half-day or more that the student was removed from their regular school, prior to the student's return to the original placement or changed IEP-placement, **must be counted as OSS**.
NO — You are not in compliance with IDEA.
15. Was the student's IEP placement changed during the manifestation determination meeting?
YES — Each half-day or more that the student was removed from their regular school, prior to the student's new IEP-placement, **must be counted as OSS**.
NO — See [Section 615\(k\)\(1\)\(C\)](#)¹⁰. **Any days removed from regular school must be counted as OSS**.
16. Was the sum of all days of prior and current removal, where the placement of the student has been changed, less than or equal to 10?
YES — Each one-half day or more of the current removal **must be counted as OSS**.
NO — You are not in compliance with IDEA. See [Section 615\(k\)\(1\)\(E\)](#)¹¹.

Unilateral Removals to IAES

17. Was the removal for less than 10 days?
YES — Continue to question 18.
NO — Continue to question 19.
18. Did the student remain under the direct supervision of school personnel during the removal from his/her regular classroom(s)?
YES — Continue to question 6.
NO — Continue to question 12.
19. Was a unilateral removal ordered by school personnel under the special circumstances described in [Section 615\(k\)\(1\)\(G\)](#)¹²?
YES — Continue to question 20.
NO — Continue to question 12.
20. Was there a manifestation determination meeting held?
YES — Continue to question 21.
NO — You are not in compliance with IDEA. See [Section 615\(k\)\(1\)\(E\)](#)¹³.

9 http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_law.pdf

10 http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_law.pdf

11 http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_law.pdf

12 http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_law.pdf

13 http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_law.pdf

21. Was it determined that the disciplinary incident was a manifestation of the student's disability?
YES — Student cannot be placed in IAES for more than 45 days.
NO — Student may be placed in IAES for the same duration as that of a disciplinary action applied to students without disabilities, so long as the student continues to receive services consistent with [Section 615\(k\)\(1\)\(D\)](#)¹⁴ and [34 C.F.R. 300.530\(d\)](#)¹⁵. See also [Section 615\(k\)\(1\)\(C\)](#)¹⁶.
22. On the same day of the incident, did the IEP team determine the appropriate setting in which the student was to be placed?
YES — Continue to question 23.
NO — Continue to question 24.
23. Did the student continue to receive services to participate in the general education curriculum and to progress toward meeting the goals of the child's IEP, as discussed in [Section 615\(k\)\(1\)\(D\)](#)¹⁷?
YES — Each day removed from their IEP-placement **must be counted as a Unilateral Removal to an IAES**.
NO — You are not in compliance with IDEA.
24. Did the student remain under the direct supervision of school personnel during the removal until such time the IEP team could determine the appropriate setting in which the student was to be placed?
YES — Each half-day or more removed from their regular classroom(s) until the IAES was determined and the student was placed **must be counted as ISS and then count each half-day or more after placement as a Unilateral Removal to an IAES**. (Count these as 2 separate events.)
NO — Each half-day or more removed from their regular school until the IAES was determined and the student was placed **must be counted as OSS and then count each half-day or more after placement as a Unilateral Removal to an IAES**. (Count these as 2 separate events.)

Hearing Officer Determinations

25. Did the student continue to receive services to participate in the general education curriculum and to progress toward meeting the goals of the student's IEP, as discussed in [Section 615\(k\)\(1\)\(D\)](#)¹⁸?
YES — Each day removed from their IEP-placement **must be counted as a Unilateral Removal by Hearing Officer to an IAES**.
NO — You are not in compliance with IDEA.
26. Did the student remain under the direct supervision of school personnel during the removal until such time the IEP team could determine the appropriate setting in which the student was to be placed?
YES — Each half-day or more removed from their regular classroom(s) until the IAES was determined and the student was placed **must be counted as ISS and then count each half-day or more after placement as a Unilateral Removal by Hearing Officer to an IAES**. (Count these as 2 separate events.)
NO — Each half-day or more removed from their regular school until the IAES was determined and the student was placed **must be counted as OSS and then count each half-day or more after placement as a Unilateral Removal by Hearing Officer to an IAES**. (Count these as 2 separate events.)

¹⁴ http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_law.pdf

¹⁵ <https://www.law.cornell.edu/cfr/text/34/300.532>

¹⁶ http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_law.pdf

¹⁷ http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_law.pdf

¹⁸ http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_law.pdf

ADDITIONAL NOTES

1. Unilateral Removal to an Interim Alternative Education Setting (School Personnel or Hearing Officer):
 - a. The student must receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications to address the student's behavior so that the behavior does not reoccur.
 - b. This is considered a disciplinary removal and will be counted in the Total Removal category but will not be counted as a suspension.
2. In the "Add Discipline Information" section in EdPlan for each student:
 - a. Determine and enter the type of removal for each incident (ISS, OSS, Expulsion (Use this for Unilateral Removal until revised), HOR).
 - b. Determine and select the type of offense for each incident: Drugs, Weapons, Serious Bodily Injury, or Other (all other types).
 - c. Determine and enter number of days for each incident.
 - d. Determine and enter person taking action (by title or name) for each incident.
 - e. Determine and enter Date Discipline Begins and Date Discipline Ends.

OTHER RESOURCES

- [IDEA Part B Discipline Data Collection Questions and Answers](#)¹⁹
- ["Discipline Questions" on page 24 of this guidebook](#)

All guidance is supported by the following EdFacts File Specifications:

- [C005 - Children with Disabilities \(IDEA\) Removal to Interim Alternative Education Setting](#)²⁰
- [C006 - Children with Disabilities \(IDEA\) Suspensions/Expulsions](#)²¹
- [C007 - Children with Disabilities \(IDEA\) Reasons for Unilateral Removal](#)²²
- [C088 - Children with Disabilities \(IDEA\) Disciplinary Removals](#)²³
- [C143 - Children with Disabilities \(IDEA\) Total Disciplinary Removals](#)²⁴
- [C144 - Educational Services during Expulsion](#)²⁵

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

20 <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/c005-13-0.doc>

21 <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/c006-13-0.doc>

22 <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/c007-13-0.doc>

23 <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/c088-13-0.doc>

24 <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/c143-13-0.doc>

25 <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/c144-13-0.doc>

EARLY CHILDHOOD OUTCOMES (ECOS)

OSDE-SES requires districts to report all **Early Childhood Outcomes** at the student level as part of the data collected for End of Year Reporting. It is reported to the Office of Special Education Programs (OSEP) annually.

WHICH STUDENTS SHOULD BE REPORTED?

Report preschool children with disabilities (IDEA) aged 3-5 who were in special education throughout the fiscal year (July 1-June 30).

HOW IS THIS FILE USED?

OSDE-SES uses information from the Early Childhood Data Collection in the IEP Process in EdPlan to compute Indicator 7 (Early Childhood Outcomes) for each district by calculating the progress of children aged 3-5 with IEPs towards early childhood goals. It is assumed that all entry and exit ratings and dates reported are true and accurate upon certification.

WHAT ARE THE EARLY CHILDHOOD OUTCOMES?

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

Two calculations are made for this indicator. The state must report the percentage of students who demonstrate improvement, as determined by the number of students whose exit ratings are equal to or greater than their entry ratings divided by the whole population of students rated for ECOs. The second is the percentage of students who finished the EC program at peer-level, as determined by the number of students whose exit ratings are 6 or 7, divided by the whole population students rated for ECOs.

HOW IS IMPROVEMENT (PROGRESS) MEASURED?

1. If a child's exit score is greater than or equal to their entry score, improvement in this childhood outcome is assumed.
2. If a child's exit score is 6 and their entry score is 7, improvement in this childhood outcome is assumed.
3. If a child's entry and exit score are both 1, no improvement in this childhood outcome is assumed.
4. In all other situations, no improvement in the childhood outcome is assumed.

INSTRUCTIONS FOR DATA REPORTING

For questions regarding reporting of data, please refer to the [Understanding and Utilizing Advanced Reports Guidebook](#)²⁶.

OTHER RESOURCES

- [“45-School Day Timeline, Early Childhood Transition, and ECO Questions” on page 26 of this guidebook](#)

²⁶ <https://sde.ok.gov/sites/ok.gov.sde/files/Understanding-and-Utilizing-Advanced-Reports.pdf>

EARLY CHILDHOOD TRANSITION

OSDE-SES requires districts to report the number of children referred by Part C prior to age 3 who are found eligible for Part B, received parent's consent, and who have an IEP developed and implemented by their third birthdays for initial evaluation as part of the data collected for End of Year Reporting. It is reported to the Office of Special Education Programs (OSEP) annually.

WHICH STUDENTS SHOULD BE REPORTED?

Report all children with disabilities (IDEA) who were referred from SoonerStart throughout the fiscal year (July 1-June 30).

HOW IS THIS FILE USED?

OSDE-SES uses data from the District Data Summary page to compute Indicator 12 (Early Childhood Transition) for each district by calculating the percentage of children referred by SoonerStart prior to age 3 who are found eligible for Part B with parental consent that have been placed on an IEP by their third birthday. It is assumed that all reported dates are true and accurate upon certification.

HOW IS THIS DATA CALCULATED?

The completion rate is computed using the following data points:

- # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthday.
- # of those found eligible who have an IEP developed and implemented by their third birthdays.
- # 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.
- # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.

Percent Compliance = [(c) divided by (a - b - d - e)] times 100

The measure must also account for children included in “a” but not included in b, c, d or e. For any delay, districts must also indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reason(s) for the delay.

INSTRUCTIONS FOR DATA CALCULATION AND SUBMISSION

The timeframe set for initial evaluation does not apply to districts if:

- The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or
- 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.

Districts should count students that fall into these two categories on an individual basis on the District Summary Data Page. For every other evaluation that was delayed, the reason for delay must be reported, and the student's information shared with OSDE-SES. Please report the reasons as described on the appropriate non-compliance template.

ADDITIONAL RESOURCES

- [“45-School Day Timeline, Early Childhood Transition, and ECO Questions” on page 26 of this guidebook](#)

EXITING

OSDE-SES requires districts to report all Special Education Exits at the student level as part of the data collected for End of Year Reporting. It is reported to the Office of Special Education Programs (OSEP) annually.

WHICH STUDENTS SHOULD BE REPORTED?

Children with disabilities (IDEA) are included if they were in special education at the start of the reporting period and who exited special education during the reporting period. Exit data are pulled directly from student records in EdPlan.

HOW ARE STUDENT COUNTS REPORTED BY DISABILITY CATEGORY (IDEA) FOR EXITING?

Students are reported by primary disability as listed at the time of the exit. The disability category “developmental delay” will not be used because this report only includes students ages 14 through 21.

HOW IS THIS FILE USED?

OSDE-SES uses this file to compute Indicator 2 (Dropout Rate) for each district by removing the exit reasons of “Moved, Known to be Continuing” and “Transferred to Regular Education.” It is assumed that all exit reasons reported are true and accurate upon certification.

Table 1. EdPlan to EdFacts Terms Crosswalk

EdPlan Reason for Exiting	EdFacts Reporting Exiting Term
Transferred to Another School System	Moved, Known to be Continuing
Graduated with Diploma	Graduated with Regular High School Diploma
Exceeded Maximum Age	Reached Maximum Age
Dropped Out of School	Dropped Out
Unknown	Dropped Out
Home Schooled	Returned to Regular Education
Deceased	Died
Previous IEP and Elig and Current Non-Elig Event*	Transferred to Regular Education

*Not a “Reason for Exiting”. These students are still active.

DEFINITIONS

Reporting period

Program Year (IDEA – Exit) is the 12-month period beginning July 1 and ending June 30 as defined for reporting the exiting from special education by students with disabilities (IDEA).

Dropped out

These students were enrolled at the start of the reporting period but were not enrolled at the end of the reporting period and did not exit special education by any other means. 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 and students who moved but are not known to be continuing in another educational program.

Graduated with regular high school diploma

These students exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in [34 C.F.R. 300.102\(a\)\(3\)\(iv\)](#)²⁷, “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 GED.”

Moved, known to be continuing

These students moved out of the catchment area or otherwise transferred to another district and are **known** to be continuing in an educational program. There does not need to be evidence that the students are continuing in special education, only that the students are continuing in an educational program. This includes students who are in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operated as separate districts, excluding normal matriculation.

Reached maximum age

These students exited special education because they reached the maximum age for receipt of special education services (22) before the start of the next school year and did not receive a diploma at exit. If a student turns 22 during the school year, they are still eligible to receive services through the duration of that school year. However, they must be exited before the start of the next school year.

Transferred to regular education

These students were served in special education at the start of the reporting period, but at some point during that 12-month period, either returned to general (regular) education, received a Lindsey Nicole Henry (LNH) Scholarship, or have been removed for homeschooling. These students no longer have an IEP and are receiving all of their educational services from a general (regular) education program. If the parent of a student with a disability revokes consent for special education and related services, the student would be reported in this category. See [34 C.F.R. §300.300\(b\)\(4\)](#)²⁸.

OTHER RESOURCES

- [“Exiting Questions” on page 25 of this guidebook](#)

All guidance is supported by the following EdFacts File Specification:

- [C009 - Special Education Exiting](#)²⁹

²⁷ <https://sites.ed.gov/idea/regs/b/b/300.102/a/3/iv>

²⁸ <https://sites.ed.gov/idea/regs/b/d/300.300/b/4>

²⁹ <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/c009-8-0.doc>

PARAPROFESSIONALS

OSDE-SES requires districts to report all **Special Education paraprofessionals** at the staff FTE level as part of the data collected for End of Year Reporting. It is reported to the Office of Special Education Programs (OSEP) annually. The paraprofessional FTE data must be entered in OK EdPlan on the “District Summary Data” page on or prior to June 30 each year.

WHICH PARAPROFESSIONALS SHOULD BE REPORTED?

Include the calculated FTE of all paraprofessionals employed or contracted as of October 1, 2016, to provide special education and related services to children with disabilities (IDEA) ages 3 through 21 regardless of funding source (*i.e.*, Part B, State, and local), including personnel employed by private agencies if they are contracted by the district.

WHICH PARAPROFESSIONALS SHOULD NOT BE REPORTED?

1. Special education paraprofessionals who provide special education and/or related services exclusively to children with disabilities from birth through age 2.
2. Special educational paraprofessionals who are not being paid by the district (e.g., professionals from outside non-profit agencies, etc.).

HOW ARE PARAPROFESSIONALS REPORTED BY QUALIFICATION STATUS?

FTE is reported as either **qualified** or **not qualified**. Qualification status depends on whether paraprofessionals are included in the state’s definition of qualified based on the criteria identified in [20 U.S.C. 1412\(14\)\(B\)](#)³⁰.

1. If paraprofessionals are included, then paraprofessionals must meet the State standard for qualified based on the definition.
2. If paraprofessionals are not included in the definition, then paraprofessionals are considered qualified for the FTE if they either:
 - a. Hold the appropriate State certification or licensure for the position held, or
 - b. Hold a position for which no State requirements exist (*i.e.* certification or licensure requirements).

Paraprofessionals who do not meet the standards listed above for qualified are reported as not qualified.

WHAT IF PARAPROFESSIONALS SERVE STUDENTS WITH AND WITHOUT DISABILITIES?

If paraprofessionals work part of their time with children with disabilities (IDEA) and part of their time with children without disabilities under IDEA, report only the proportion of their FTE the paraprofessional works specifically with children with disabilities (IDEA) receiving special education and related services.

INSTRUCTIONS

Step 1: Calculate FTE for each paraprofessional.

For Employed personnel:

Divide the average hours worked per week (rounded to the nearest whole number) by the total number of hours per week your district requires an employee to work to be considered “full-time.” Do this for each type of paraprofessional employed in your district on October 1 in the reporting year.

³⁰ <http://bit.ly/2UbhKwn>

Examples:

1. A paraprofessional who works 15 hours per week of a 30-hour school week is counted as 0.50 FTE.
2. A paraprofessional who works 20 hours/week of a 30-hour school week is counted as 0.67 FTE.
3. If an LEA has two paraprofessionals who each work 20 hours per week of a 30-hour school week, the LEA would report 1.33 FTE (rounding the 1.334 to the nearest hundredth decimal place).

For Contracted personnel:

Divide the total number of contract hours per fiscal year by your district's actual service hours or the state average of 1050 service hours. Do this for each age group of paraprofessional on contract in your district as of October 1, 2016.

Example:

1. A contracted paraprofessional who is contracted to work for 90 hours per year, specifically with children with disabilities. LEAs may use their actual service hours per year or the state average of 1050 service hours per school year as full-time for paraprofessional. Using the state average service hours per year, the paraprofessional is counted as .09 FTE (90/1050).

Step 2: Add up all FTE values for each paraprofessional age group (qualified and not qualified separately) and report these values on the District Summary Data page.

DEFINITIONS

Paraprofessionals

Employees who provide instructional support, including those who:

- provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- assist with classroom management, such as organizing instructional and other materials;
- provide instructional assistance in a computer laboratory;
- conduct parental involvement activities;
- provide support in a library or media center;
- act as a translator; and/or
- provide instructional support services under the direct supervision of a teacher.

OTHER RESOURCES

- [“Personnel Questions” on page 24 of this guidebook](#)
- [C112 - Special Education Paraprofessional](#)³¹
- [Who are paraprofessionals?](#)³²

31 <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/c112-13-0.doc>

32 [http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Oklahoma Special Education Handbook_0.pdf#page=251](http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Oklahoma%20Special%20Education%20Handbook_0.pdf#page=251)

RELATED SERVICES PERSONNEL

OSDE-SES requires districts to **report all Special Education related services and paraprofessional personnel** at the staff FTE level as part of the data collected for End of Year Reporting. It is reported to the Office of Special Education Programs (OSEP) annually. The related services and paraprofessional FTE data must be entered in OK EdPlan on the “District Summary Data” page on or prior to June 30.

WHICH STAFF SHOULD BE REPORTED?

Report the related services personnel types listed in the definitions section below that were employed or on contract as of October 1st, 2016. For the types listed, include the FTE of all personnel employed or contracted to provide related services to children with disabilities (IDEA) ages 3 through 21 regardless of funding source (i.e., Part B of IDEA, State, or local), including personnel employed by private agencies if they are contracted by the district.

WHICH STAFF SHOULD NOT BE REPORTED?

Do **not** include the FTE of related services personnel who:

1. Special education paraprofessionals who provide special education and/or related services exclusively to children with disabilities from birth through age 2.
2. Special educational paraprofessionals who are not being paid by the district (e.g., professionals from outside non-profit agencies, etc.).
3. Work exclusively with children without disabilities.

HOW ARE RELATED SERVICES PERSONNEL WHO WORK WITH BOTH CHILDREN WITH DISABILITIES (IDEA) AND THEIR NON-DISABLED PEERS REPORTED?

If related services personnel work part of their time with children **without** disabilities, and other times with children **with** disabilities (IDEA), report only the proportion of FTE that the related services personnel work specifically with children with disabilities (IDEA) receiving special education and related services.

HOW ARE STAFF REPORTED BY CERTIFICATION STATUS?

Include the FTE of personnel as ‘fully certified’ if they:

1. Hold appropriate State certification or licensure for the position held; or
2. Hold positions for which no State requirements exist (i.e., no certification or licensure requirements).
Adapted from 34 C.F.R. Part 300.156(b).

Include the FTE of personnel as ‘not fully certified’ if they:

1. Did not hold standard State certification or licensure for the position to which they were assigned, or
2. Did not meet other existing State requirements for the position.

INSTRUCTIONS

Step 1: Calculate FTE for each related service personnel.

For Employed personnel:

Divide the average hours worked per week (rounded to the nearest whole number) by the total number of hours your district requires an employee to work to be considered “full-time.” Do this for each type of related service personnel employed in your district on October 1, 2016.

Examples:

1. A speech and language pathologist who works 15 hours per week of a 30-hour school week is counted as 0.50 FTE.
2. An orientation and mobility specialist who works 20 hours/week of a 30-hour school week is counted as 0.67 FTE.
3. If an LEA has two audiologists who each work 20 hours per week of a 30-hour school week, the LEA would report 1.33 FTE (rounding the 1.334 to the nearest hundredth decimal place).

For Contracted personnel:

Divide the total number of contract hours per fiscal year by your district's actual service hours or the state average of 1050 service hours. Do this for each type of related service personnel on contract in your district as of October 1, 2016.

Example:

1. A contracted speech and language pathologist who is contracted to work for 90 hours per year, specifically with children with disabilities. LEAs may use their actual service hours per year or the state average of 1050 service hours per school year as full-time for related services personnel. Using the state average service hours per year, the speech and language pathologist is counted as .09 FTE (90/1050).

Step 2: Add up all FTE values for each related service personnel type (fully certified and not fully certified separately) and report these values on the District Summary Data page.

DEFINITIONS

The following are types of related services personnel categories that are permitted values in the data submission. **If a service category is not listed here, districts do not need to report it.** Note that a professional does not need to provide each service listed to be reported as a particular type of provider.

View the [Oklahoma Special Education Handbook Appendix D: Related Services Personnel Qualifications](#) for more information on the following personnel categories.

Audiologists

Personnel who provide the following services to children with disabilities:

- Identification of children with hearing loss;
- Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- Creation and administration of programs for prevention of hearing loss;
- Counseling and guidance of children, parents, and teachers regarding hearing loss; and
- Determination of the children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

License Verification for Audiologists:

- [Oklahoma Board of Examiners for Speech Language Pathology and Audiology \(OBESPA\) Active License Holders](#)³³

³³ https://pay.apps.ok.gov/obespa/license/app/external_account_search.php

Speech-Language Pathologists

Personnel who provide the following services to children with disabilities:

- Identification of children with speech or language impairments;
- Diagnosis and appraisal of specific speech or language impairments;
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Note:

This does not include speech teachers who are reported in [C070 Special Education Teachers](#)³⁴ or [C112 Special Education Paraprofessionals](#)³⁵.

License Verification for Speech-Language Pathologists or Speech-Language Pathology Assistants:

- [Oklahoma Board of Examiners for Speech Language Pathology and Audiology \(OBESPA\) Active License Holders](#)³⁶

Interpreters

Personnel who provide services to children who are deaf or hard-of-hearing, including:

- Oral transliteration services;
- Cued language transliteration services; and
- Sign language interpreting services.

Certification requirements:

- Bachelor's degree, or work a minimum of 3 years in an area related to deaf education; and maintain certification at a minimum level of [QAST III](#)³⁷, [EIPA 3.5](#)³⁸, [ESSE 3.5](#)³⁹, [RID](#)⁴⁰, [NIC](#)⁴¹, or [NAD](#)⁴².

Psychologists

Personnel who provide the following services to children with disabilities or in evaluations for special education eligibility:

- Administering psychological and educational tests, and other assessment procedures;
- Interpreting assessment results;
- Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
- Planning and managing a program of psychological services, including psychological counseling for children and parents; and

34 <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/c070-10-0.doc>

35 <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/c112-13-0.doc>

36 https://pay.apps.ok.gov/obespa/license/app/external_account_search.php

37 <http://www.okrehab.org/node/5807>

38 <https://www.classroominterpreting.org/EIPA/performance/index.asp>

39 <http://sde.ok.gov/sde/sites/ok.gov.sde/files/SpecEd-InterpESSE.pdf>

40 <http://rid.org/>

41 <http://www.casli.org/national-interpreter-certification-exam-nic/nic-knowledge-exam-details/>

42 <https://www.nad.org/>

- Assisting in developing positive behavioral intervention strategies.

Note: For reporting psychologists whose service time is divided between children with disabilities (IDEA) and children in the general population, base the reported FTE on only the percentage of time the psychologist works specifically with children receiving (or being evaluated for) special education and related services.

License Verification for Psychologists:

- [Oklahoma State Department of Education \(OSDE\) Official Record of Educator Certificates](https://sdeweb01.sde.ok.gov/OECS/EducatorSearch)⁴³
- [National Association of School Psychologists \(NASP\) Nationally Certified School Psychologist \(NCSP\) Verification](http://apps.nasponline.org/standards-and-certification/ncsp-verification.aspx)⁴⁴

Occupational Therapists

Personnel who provide the following services to children with disabilities:

- Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
- Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
- Preventing, through early intervention, initial or further impairment or loss of function.

License Verification for Occupational Therapists or Occupational Therapist Assistants:

- [Oklahoma Medical Board \(OMB\) Oklahoma Occupational Therapists and Assistants Licensees](http://www.okmedicalboard.org/occupational_therapists/search)⁴⁵

Physical Therapists

Personnel who provide the following services to children with disabilities:

- Screening, evaluation, and assessment of children to identify movement dysfunction;
- Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
- Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.

License Verification for Physical Therapists, Physical Therapist Assistants, or Physicians:

- [Oklahoma Medical Board \(OMB\) Oklahoma Board of Medical Licensure and Supervision](http://www.okmedicalboard.org/search)⁴⁶

Physical Education Teachers and Recreation and Therapeutic Recreation Specialists

Personnel who provide the following services to children with disabilities:

- Special physical education, adaptive physical education, movement education, or motor development to children and youth with disabilities; and/or
- Assessment of leisure function;
- Therapeutic recreation services;
- Recreation programs in schools and community agencies; and
- Leisure education.

⁴³ <https://sdeweb01.sde.ok.gov/OECS/EducatorSearch>

⁴⁴ <http://apps.nasponline.org/standards-and-certification/ncsp-verification.aspx>

⁴⁵ http://www.okmedicalboard.org/occupational_therapists/search

⁴⁶ <http://www.okmedicalboard.org/search>

Social Workers

Personnel who provide the following services to children with disabilities:

- Preparing a social or developmental history on a child with a disability;
- Group and individual counseling with the child and family;
- Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
- Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
- Assisting in developing positive behavioral intervention strategies.

License Verification for Social Workers:

- [Oklahoma State Board of Licensed Social Workers Licensee Search](#)⁴⁷

Medical/Nursing Service Staff

Personnel who provide medical and nursing services including:

- Medical services for diagnostic and evaluation purposes provided to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. Adapted from [20 U.S.C. § 1401\(26\)](#)⁴⁸ and [34 C.F.R. Part 300.34\(5\)](#)⁴⁹.
- Nursing services designed to enable a child with a disability to receive FAPE as described in the child's IEP, with the exception of services related to medical devices that are surgically implanted (e.g., cochlear implants).

License Verification for Registered Nurses, Licensed Practical Nurses and Advanced Registered Nurse Practitioners (ARNP must be verified through official copy of transcript):

- [Oklahoma Board of Nursing - Nursing License Verification](#)⁵⁰

Counselors and Rehabilitation Counselors

Personnel who provide the following services to children with disabilities:

- Guide individuals, families, groups, and communities by assisting them in problem solving, decision-making, discovering meaning, and articulating goals related to personal, educational and career development, including the development of secondary transition goals and services.
- Provide services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability.
- Vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

License Verification for Rehabilitation Counselors, LPC, LMFT, or LBP:

- [Oklahoma State Board of Behavioral Health \(BBHL\) Professional Counselor Licensing Search Utility](#)⁵¹

License Verification for School Counselors:

- [Oklahoma State Department of Education \(OSDE\) Official Record of Educator Certificates](#)⁵²

47 https://pay.apps.ok.gov/medlic/social/licensee_search.php

48 <https://www.gpo.gov/fdsys/pkg/USCODE-2011-title20/pdf/USCODE-2011-title20-chap33-subchapI-sec1401.pdf>

49 <https://www.gpo.gov/fdsys/pkg/CFR-2012-title34-vol2/pdf/CFR-2012-title34-vol2-sec300-34.pdf>

50 <https://apps.ok.gov/nursing/verify/index.php>

51 <https://www.ok.gov/behavioralhealth/counselor/app/index.php>

52 <https://sdeweb01.sde.ok.gov/OECS/EducatorSearch>

Orientation and Mobility Specialists

Personnel who provide orientation and mobility services including:

- Services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and
- Teaching students the following, as appropriate:
 - ♦ Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
 - ♦ The use of the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
 - ♦ To understand and use remaining vision and distance low vision aids; and
 - ♦ Other concepts, techniques, and tools.

License Verification for Orientation and Mobility Specialists:

- [Academy for Certification of Vision Rehabilitation and Education Professionals \(ACVREP\) Verify Certificants](https://www.acvrep.org/verify)⁵³

All of the previous guidance can be found in the [EdFacts File Specifications C099 - Special Education Related Services Personnel](#)⁵⁴.

53 <https://www.acvrep.org/verify>

54 <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/c099-13-0.doc>

SECONDARY TRANSITION

OSDE-SES Services requires districts to report the 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 as part of the data collected for End of Year Reporting. It is reported to the Office of Special Education Programs (OSEP) annually. 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.

WHICH STUDENTS SHOULD BE REPORTED?

As of June 30 of the reporting year, all students with complete, finalized, and updated IEPs aged 16 and older or in 9th grade and above will be considered compliant for the purpose of the calculation. Data are pulled directly from student records in EdPlan.

HOW IS THIS FILE USED?

OSDE-SES uses this file to compute Indicator 13 (Secondary Transition) for each district by calculating the percentage of youth with IEPs aged 16 and above **or** 9th grade 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 service 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.

It is assumed that all monitored dates and transition goals are true and accurate upon certification.

HOW IS THIS DATA CALCULATED?

The percent compliant is calculated using the following data points:

- a. # of youth with IEPs of the appropriate age or grade 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 service needs
- b. # of youth with an IEP of the appropriate age or grade

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

ADDITIONAL RESOURCES

- [“Secondary Transition Questions” on page 27 of this guidebook](#)

FREQUENTLY ASKED REPORTING QUESTIONS

This section contains a list of frequently asked questions that arise from district superintendents and special education directors regarding End of Year Reporting. The purpose of this section is to provide detailed answers to these specific questions.

DISCIPLINE QUESTIONS

The following questions pertain to how and when students should be exited in EdPlan in specific situations.

How do I report services and discipline on children receiving In School Suspension/Out of School Suspension?

If services are NOT provided during the time of suspension, list any days without services in the following format: 1/1/1900. If there are multiple days when services are not provided, a semicolon (;) should be placed in between each of those dates, e.g.: 1/1/1900; 1/2/1900; 1/3/1900 (see Figure 1 below).

Figure 1. In School Suspension/Out of School Suspension EdPlan Date Example

The screenshot shows a form with two main sections. The top section has a label: "Were services provided during all student disciplinary incidents listed here. IF NO, please list all dates services were not provided in the text field below". To the right of this label are two radio buttons: "Yes" and "No". The "No" radio button is selected and highlighted with a red box. Below this is a text field containing the dates "1/1/1900; 1/2/1900; 1/3/1900", also highlighted with a red box. The bottom section has a label: "List dates of all incidents where services were not provided:".

Are ALL disciplinary removals reported or only events that are of 10 days or more?

All disciplinary actions that accumulate to 0.5 days of disciplinary action throughout the course of the school year per individual student must be reported.

Can only specific discipline reasons/behaviors be reported? If “Other” is chosen for the discipline reason, should the specific offense be mentioned in the notes?

Only in school suspension, out of school suspension, due process hearing officer determination, or interim alternative education placement events should be reported (e.g., not detentions, verbal reprimands, etc.). If “Other” is chosen for the discipline reason, notes can be used to write whatever details are necessary about the discipline event. This should only be used if there is no listed option from the drop down menu of choices in EdPlan that accurately describes the student action resulting in a discipline event.

Are discipline data in the WAVE and EdPlan interconnected?

No.

PERSONNEL QUESTIONS

The following questions pertain to how to define specific personnel, and how to enter their hours for services rendered over the course of a school year.

What is FTE, and how should it be calculated?

FTE stands for full-time equivalent, and is the number of hours worked regularly by an employee on a full-time basis. Information regarding FTE and how it is calculated can be found in the [“Paraprofessionals” on page 15](#).

How exactly are paraprofessionals defined, and in what situation(s) should their hours be

reported?

Information regarding which staff qualify as paraprofessionals and how their hours are reported can be found in the [“Paraprofessionals” on page 15.](#)

How are contracted professionals that perform services reported, and how many of their hours are reported?

The district that pays the contracted personnel directly is the district that is responsible for reporting that contracted personnel’s hours.

EXITING QUESTIONS

The following questions pertain to how and when students should be exited in EdPlan in specific situations.

How are the percentages for Indicator 1 (Graduation Rate) calculated, and which students are included?

The Indicator 1 data measures the graduation rate of children on an IEP in a district from the specified Cohort Year that is slated to graduate during the year of interest. A cohort year is determined by the year that a student first enters the 9th grade. The formula that calculates this percentage is as follows:

The Indicator 1 (Graduation) Data Calculation Formula is calculated using the following data points:

- a. Graduated with Diploma
- b. Dropped Out of School
- c. Exceeded Maximum Age
- d. Deceased

$$\text{Graduation Rate} = (a) \text{ divided by } [(a) + (b) + (c) + (d)]$$

This formula excludes students who have transferred to another school district during the school year, or who have transferred into regular education within the same district. If a student begins the year in one district, then transfers and graduates in another district, the event will be recorded as a graduation for the district in which the student was last attending school.

How are the percentages for Indicator 2 (Dropout Rate) calculated, and which students are included?

The Indicator 2 data measures the dropout rate of children aged 14-21 on an IEP. The formula that calculates this percentage is as follows:

The Indicator 2 (Dropout Rate) Data Calculation Formula is calculated using the following data points:

- a. Graduated with Diploma
- b. Dropped Out of School
- c. Exceeded Maximum Age
- d. Deceased

$$\text{Dropout Rate} = (b) \text{ divided by } [(a) + (b) + (c) + (d)]$$

This formula excludes students that have transferred to another school district before they dropped out. If a student begins the year in one district, then transfers and drops out of school, or leaves for an unknown reason in another district, the event will be recorded as a dropout for the district in which the student was last attending school.

Do you exit students as Graduated with Diploma at the completion of their 8th grade year?

No. Only students who are graduating from the 12th grade with a diploma should be exited as Graduated with Diploma. Students who will be entering the 9th grade should not be exited from their current school until they are enrolled in a high school, at which time the records of that student will be requested from the previous school and the exit will occur automatically.

Note: Students leaving a dependent district after completing the last possible grade level should only be exited upon receiving a receipt of request for records from another school, or ten school days into the following school year, unless the student does not enroll anywhere else. In this instance, dropout is used as the exit reason.

What are the exit reasons, what do they mean, and in which situations should they be used?

Please refer to the [“Exiting” on page 13 of this guidebook](#) for detailed explanation of Exiting reasons, and in what situations they should be used.

When can graduating students be exited in EdPlan?

Students who have met the district’s graduation requirements should be exited as graduates from EdPlan as soon as the graduation date has passed and the Summary of Performance has been completed. Students who have met these requirements for graduation **MUST** be exited the date that requirements were met and prior to June 30 of that school year (prior to the end of the fiscal year).

When students are exited due to an Unknown and the reason is revealed later, should the reason for exiting should be changed in EdPlan to reflect the updated information?

Yes. The Unknown exit reason is meant to only be temporary. As soon as a more precise reason is identified, this should be updated in EdPlan.

How should underclassmen in alternative schools who are set to graduate be exited in EdPlan?

Alternative students’ graduating status is to be viewed in terms of their academic credits, not their chronological/ actual age. For example, a 17 year old junior who meets the academic standards for graduation should be exited as Graduated with Diploma. A 19 year old senior who does not meet the academic standards for graduation should not be exited as Graduated with Diploma.

What ages qualify for dropout status and how does it affect Indicator 2 data?

Indicator 2 data is only calculated using students on an IEP ages 14-21.

When do I use the exit reason of Reached Maximum Age?

Students should be exited with the reason of Reached Maximum Age if they turn 22 during the school year and will not be eligible to receive services at the beginning of the next school year. During the year that a student turns 22, they are able to receive services for the duration of the school year, and do not have to be exited until the school year ends. If a student who is 21 exits for a different reason during the year they turn 21 (i.e., they drop out, begin home schooling, etc.), then the reason that best reflects why they exited should be used instead of Reached Maximum Age.

45-SCHOOL DAY TIMELINE, EARLY CHILDHOOD TRANSITION, AND ECO QUESTIONS

The following questions cover various aspects of how to handle specific instances when working with the 45-school day Timeline, Early Childhood Transitions, and how to enter Childhood Outcome data.

Does a transfer of parent consent impact the 45-school day timeline?

- **Yes.** The original 45-Day timeline no longer applies to the district of origin because the student is no longer being served.

- **Yes.** The 45-school day timeline does not apply to the district to which the child transfers, with the expectation mandated by IDEA that the LEA will make sufficient progress to ensure a prompt completion of the evaluation and the parent and LEA must agree to a specific time when the evaluation will be completed.

If a student moves before the initial MEEGS meeting is held, which district is impacted by the move in regards to the 45-school day Timeline?

- **Both.** The district that obtained initial parent consent is held responsible for any violation in regards to the original 45-school day timeline if there was a delay prior to transfer. The original district must report the delay.
- The original 45-school day timeline no longer applies to the district to which the child transfers, with the expectation mandated by IDEA that the child will be evaluated within a ‘timely manner’. OSDE-SES recommends that these children are evaluated within ten days of receiving the proper information.

Where in EdPlan can 45-School Day Timeline data be found?

This information can be found in each individual student’s record and in the Eligibility Timeline Report. The Consent to Eligibility Report in EdPlan does not count days correctly, with consent as day one.

What data regarding evaluations and re-evaluations needs to be entered into EdPlan?

On the District Summary Data Page, Indicator 11 Child Find data should only be reported for **INITIAL** consent to find eligibility. Re-evaluation data are no longer collected for reporting purposes.

For ECOs, how and when do we report students with summer birthdays?

- If the child turns 6 **on or before** 6/30 of the reporting year, enter the relevant information **before 6/30 of that year.**
- If the child turns 6 **after** 6/30 of the reporting year, enter the relevant information **at the start of the following school year.**

For early childhood transition, how do we report students with summer birthdays?

- If the child turns 3 **on or before** 6/30 of the reporting year, the student must be evaluated and have a finalized IEP (if deemed appropriate) prior to 6/30. The student will be reported as an initial evaluation and for EC transition.
- If the child turns 3 **after** 6/30 of the reporting year, the child’s evaluation and finalized IEP must be completed prior to the 3rd birthday, but not before 6/30. The child will be reported for the following fiscal year.

SECONDARY TRANSITION QUESTIONS

The following section covers details about Secondary Transition, how it’s calculated, and how to access information about in EdPlan.

How is Secondary Transition indicator data (Indicator 13) formulated, and how do I access my Secondary Transition data?

Secondary Transition data are retrieved via the Secondary Transition report in the Advanced Reporting section of EdPlan. This indicator measures district compliance with the secondary transition requirements of students who are in 9th grade or above **or** are 16 years or older who have a currently valid IEP and eligibility determination.

Note: If a student has a non-eligibility determination that took place after the most recent eligibility determination, they are not included in this report and are not used to calculate Secondary Transition indicator data.

The Secondary Transition indicator is calculated using the following data points:

- a. Total number of compliant records of students in 9th grade or above or 16 years old or older.

- b. Total number of compliant and non-compliant records of students in 9th grade or above or 16 years old or older.

Secondary Transition = (a) divided by (b)

MISCELLANEOUS FREQUENTLY ASKED REPORTING QUESTIONS

The following questions cover a range of topics that are related to data reporting, and various aspects of EdPlan.

How is a student without an STN entered into the system?

If a student does not yet have an assigned STN, do not begin recording events in EdPlan for that student until they have an assigned STN.

Do students who are new to EdPlan have their information transferred from SIS?

Normally, yes. Certain circumstances may arise that cause delays in the transfer of information between systems (e.g., inconsistent or missing student information). If the student in question is not in EdPlan, check with your SIS personnel to ensure that there are no validation errors or other issues with a particular student's information that could cause a delay in the transfer of information into EdPlan.

What information is entered into the District Summary Data page manually, and what information will be transferred from EdPlan?

All data required in the District Summary Data page must be entered manually.

If June 30 falls on a weekend, when will EOY data be collected?

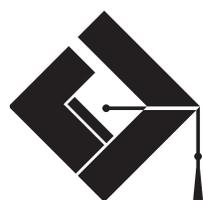
The data will be collected on the soonest possible following business day.

Is there a report that can be run in EdPlan by districts to ensure data are current and correct?

There are many reports available for district use for End of Year, Child Count, and other purposes. Please view the Understanding and Utilizing Advanced Reports Manual for further information about how to view and understand data reports in EdPlan.

Is it possible for 2 year old students to have information in EdPlan?

Yes. While it is possible for 2 year old students to have information in EdPlan, their information is not counted for any reports until age 3.



OKLAHOMA STATE DEPARTMENT OF
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