

2020 End of Year Reporting

OSDE-SES Data Team



Notice: Special Circumstances

- Until otherwise notified: All data collections and submissions continue on original schedule
 - Must submit federal files timely, so must collect district data timely
- Changes for Indicators 7, 11, 12 & 13
 - Monitoring completion and compliance through March 13
 - Report all data events between July 1, 2019 and June 30, 2020
 - All initial consents and eligibility outcomes
 - All SoonerStart referrals
 - Complete all renewed IEPs timely

Notices: Other Data Collections

Post-secondary outcomes

- Looking for districts interested in surveying exiters from previous year: will enhance own data about post-secondary outcomes
- Upcoming graduates: update contact information in SIS, including personal emails

Child count & settings

- OSEP changed how 5 year olds are counted
- Will affect indicators 5, 6, 7 and Personnel
 - Settings designations will change in the child count report
 - Required age and grade range for ECO ratings will change

Details: Child Count & Settings

- OSEP has changed how states report children who are both five years old and in kindergarten
 - Past: with 3 to 5 year olds, requiring ECE
 - Now: with 6 to 21 year olds, requiring LRE
 - Five year olds will be split between the two data sets
- Effect for districts:
 - A five year old in preschool: will have an ECE
 - A five year old in kindergarten: will have an LRE

Notice: Significant Disproportionality

- Changes made to thresholds and process
 - Threshold for designation of “significant” is now 3.0 for all categories
 - “At risk” designation will be formalized:
 - Two years in a row at or above intermediate thresholds:
 - 2.25 for discipline
 - 2.5 for settings
 - 2.6 for identification
 - Will require completion of improvement activities to forestall “significance”
- Notices issued in two installments, to allow districts time to address concerns

Overview: End of Year Data Collection

Why “End of Year” Data?

- Federal reporting requirements dictate which data elements states must collect and when for current fiscal year.
- 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, accurate and complete DISTRICT DATA is good for all of us!

Data Reporting Topics Today

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> ➤ 45-day Timeline/“Child Find” ➤ Early Childhood Transition ➤ CEIS Participation ➤ Personnel | } | District Summary
Data Page |
| <ul style="list-style-type: none"> ➤ Exiting ➤ Secondary Transition ➤ Early Childhood Outcomes ➤ Discipline ➤ Certification | } | Student-level Data
in EdPlan |

Data Quality Notes

- Update: contact information in LEA Agreement
- Update: site codes
- Update: school calendars in EdPlan
- Activate and review your SoonerStart referral records
- Exit reasons

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2020 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 9:00 am, July 1.
- Q: When will Superintendents certify and how?
 - A: From July 2 – July 15 in Single Sign On.

ALL DATA ENTERED BY JULY 1!

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Resources: OSDE-SES Data Pages

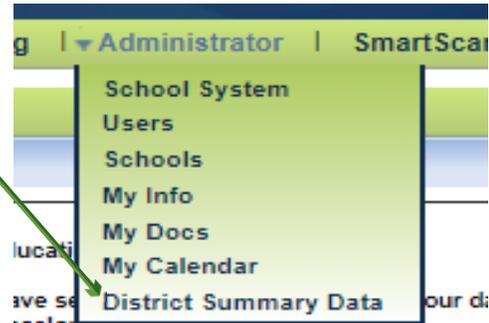
- ▶ Guidance
 - ▶ EOY data collection manual, includes notes on personnel
 - ▶ Discipline walk-through/decision-tree
 - ▶ EC Environments & Outcomes
 - ▶ Advanced Reporting System Reports Manual
- ▶ Templates
 - ▶ Non-compliance: student lists of delays: 45-day timeline & EC transition
 - ▶ Discipline uploads
 - ▶ Personnel FTE Calculator
- ▶ <https://sde.ok.gov/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

District summary data

Submit directly to OSDE-SES

District Summary Data Page

- Administrator access only.
- Access through the green menu bar.
- Page may be saved and updated multiple times.
- Zeroes required in empty boxes.
- Incomplete pages are flagged as not timely and non-compliant.



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
 - District
 - Calendar
 - Late referrals
 - Extreme events

Why was the evaluation delayed?

Family Reasons

Other Reasons

INDICATOR 11: Child Find	
Evaluation/Eligibility Timelines	
	Number of Evaluations
Total Count: Initial Consents for Evaluation	NaN
1. Evaluations completed within 45 school days	<input type="text"/>
2. For evaluations not completed within 45 school days	
a. Child changed districts prior to eligibility determination	<input type="text"/>
b. Parent failed or refused to produce the child	<input type="text"/>
c. All other late evaluations:	<input type="text"/>
Reasons why evaluations not completed within 45 days (select all that apply)	
• LEAs' failure to follow appropriate procedures	<input type="checkbox"/>
• Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary	<input type="checkbox"/>
• Lack of appropriate resources	<input type="checkbox"/>
• Breaks in school calendars and/or staff not on contract	<input type="checkbox"/>
• Late referral from SoonerStart	<input type="checkbox"/>
• Parents did not show for scheduled eligibility meeting or delayed meeting	<input type="checkbox"/>
• Extreme weather or other atypical events such as pandemics	<input type="checkbox"/>
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.	<input type="text"/>

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Indicator 11 Collection Changes FY 2020

- Report all outcomes of all *initial* consents during the entire current school year, including those whose evaluations were/are due between March 13 & June 30, and whether delayed or not. Refer to the new list of reasons for delay.
- Any student whose eligibility was delayed for ANY reason (including Covid-19) must ALSO be documented on the late evaluations non-compliance spreadsheet (template available at <https://sde.ok.gov/end-year-data-reporting>).

Indicator 11 Reporting Examples

- If an evaluation was originally due before end of school, but is now due at the start of next school year because of the extended two week closure: REPORT NEXT YEAR
- If an evaluation was still due before the end of school, but could not be completed: REPORT THIS YEAR under 2.c, with the appropriate reason for delay

Notes on 45-day Timeline

- Only count **initial** consents and evaluations
 - Include SoonerStart referrals in counts if consent given for additional evaluations
- Include all disabilities
- **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 to EdPlan in the “**Data Test**” external documents.

Indicator 11 Monitoring & Compliance

- If signed consent was received within the 45 school days before March 13 or after, *compliance with those timelines will not be included in the calculations on the fall determination.*
- Districts are still obligated to meet timelines under IDEA for initial evaluations and non-compliance must be identified and addressed.
 - Monitoring will occur to ensure that evaluations exceeding the timeline are completed.
 - All non-compliance for Indicator 11 will be reported to the Office of Special Education Programs through the Annual Performance Report.
- Eligibility and IEPs must be completed by Oct. 1 to be counted.

Ind. 12: Early Childhood Transition

- Purpose: to report the counts of eligibility outcomes for children turning 3 who are transitioning from SoonerStart and the reasons for delay in completing evaluations and IEPs.
- Two broad categories of delay:
 - Family refusal/declined services
 - Other reasons
 - District
 - Calendar
 - Late referrals
 - Extreme events

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	
Type of Transition:	Number of Children
Total referred directly from SoonerStart (# of children who have been served in SoonerStart and referred for eligibility determination):	0
1. Determined not eligible; determination completed before 3rd birthday (# of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays).	[]
2. Number of Student Found Eligible for Part B and IEP completed on or before 3rd birthday (# of those found eligible who have an IEP developed and implemented by their third birthdays)	[]
3. Parent refused consent or declined services (# of children for whom parent refusal to provide consent caused delays in evaluation or initial services)	[]
4. Number of children who were referred to Part C less than 90 days before their third birthday (# of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays).	[]
5. IEP not completed on 3rd birthday and not included in above groups	[]
Reasons why IEP was not completed on or before 3rd 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	[]
• 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	[]
• Extreme weather or other atypical events such as pandemics	[]
You are required to produce a spreadsheet of all students transitions were not completed prior to the 3rd 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 3rd birthday, indicate the maximum number of days beyond the 3rd birthday to implement the most tardy IEP.	[]

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Indicator 12 Collection Changes FY 2020

- Report all outcomes of any SoonerStart referrals received during the entire current school year if birthday is before June 30, and whether delayed or not. Refer to the new list of reasons for delay.
- Any child whose evaluation or IEP was delayed for ANY reason (including Covid-19) must ALSO be documented on the late early childhood transition non-compliance spreadsheet (template available at <https://sde.ok.gov/end-year-data-reporting>).

Notes on EC Transition

- Only report children turning 3 on/before June 30
- A late referral *from* SoonerStart is not excused (fifth other reason)
 - Not the same if the child was referred at the last moment *to* SoonerStart (initial outcome #4)
- **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 “**Data Test**” external documents.

Indicator 12 Monitoring & Compliance

- If the child's third birthday is after March 13 and before June 30, *compliance with those timelines will not be included in the calculations on the fall determination.*
 - Monitoring will still occur to ensure that evaluations and IEPs are completed for any children referred.
 - TBD: whether states will report ‘covid-19’ reasons for delay in their Annual Performance Reports.
- Eligibility and IEPs must be completed by Oct. 1 to be counted.

“Data Test” Doc Sharing Tool

SEARCH:

Last name = Test

First name = Data

- Search for the “student” and select.
- Open “Documents” section.
- Upload relevant documents.

Select a Student			
Name	Student ID	Date of Birth	Age
Data Test	12314354665898	08/15/2011	5 Years

Info	Documents	Student History
Data Test		

Documents created for Data Test			
Doc ID	Date Generated	Document	Batch
19237	02/13/2017	Indicator 11	XLSX

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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 & Paraprofessionals Table in DSD

Other Personnel Serving Students on an IEP ages 3-21		
RELATED SERVICES PERSONNEL	(1) FTE - FULLY CERTIFIED	(2) FTE
1. Audiologists	<input type="text"/>	
2. Speech-Language Pathologists	<input type="text"/>	
3. Interpreters	<input type="text"/>	
4. Psychologists	<input type="text"/>	
5. Occupational Therapists	<input type="text"/>	
6. Physical Therapists	<input type="text"/>	
7. PE Teachers and Recreation and Therapeutic Recreation Specialists	<input type="text"/>	
8. Social Workers	<input type="text"/>	
9. Medical/Nursing Service Staff	<input type="text"/>	
10. Counselors and Rehabilitation Counselors	<input type="text"/>	
11. Orientation and Mobility Specialists	<input type="text"/>	
ParaProfessionals Serving Students on an IEP ages 3-21		
	(1) FTE - QUALIFIED	(2)
SPECIAL EDUCATION PARAPROFESSIONALS FOR AGES 3 - 5	<input type="text"/>	
SPECIAL EDUCATION PARAPROFESSIONALS FOR AGES 6 - 21	<input type="text"/>	
Total	0	

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Calculating FTEs

- Include only personnel employed or on contract as of child count (October 1 of previous year).
- Count total average hours served with students on IEPs, by category.
 - Round to the hundredth decimal (0.00).
- If a service provider works even 1 hr/wk with students on IEPs, count the hour as a % of FTE.
- See FTE Calculator for assistance.

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Personnel: Notes & Reminders

- Coops/ILCs must divide service provision among districts.
 - Be careful of counts in these categories:
 - PE teachers
 - Social workers
 - Medical/nursing staff
 - Counselors
- ...only count FTEs related to specific related service provision, as outlined on IEP.

Examples: FTEs

Part-time, Weekly

Work week is 35 hours

SLP works 20 hours/week

$$\text{FTE} = 20/35 = 0.57$$

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

$$\text{FTE} = 3/35 = 0.0857 = 0.09$$

Periodic Contracted

Work month is average 140 hours; year is 1080 hours

Psychometrist works average of 11 hours/month

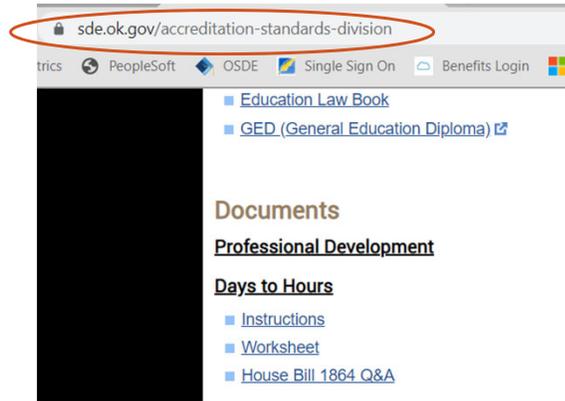
$$\text{FTE} = 11/140 = 0.0786 = 0.08$$

Interpreter works 5 hours/year

$$\text{FTE} = 5/1080 = 0.005$$

Calculating School Year Hours

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



Paraprofessionals

- 3 to 5 age group: report only paraprofessionals working with preschool students
 - Do not include 5 year olds in kindergarten.
- 6 to 21 age group: report paraprofessionals serving students beginning in kindergarten
 - Include 5 year olds in kindergarten.
 - *No longer have to split kindergarten paras into 3-5 and 6-21.*

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.

Provision of Early Intervening Services (EIS)	
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.	<input type="text"/>
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.	<input type="text"/>

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Voluntary CEIS Districts

Districts that must give us student numbers:

- Glenpool
- Poteau
- Goodwell*
- Rock Creek
- Grove
- Tulsa
- Guthrie
- Union
- Monroe*

If your district is not listed then your District Summary Data Page should just have zeros in these boxes:

g services (EIS) during the current school year. These are	<input type="text" value="0"/>
nd related services under Part B of IDEA during the preceding	<input type="text" value="0"/>

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Student-level data

Review before retrieved

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Student-level Data Summary

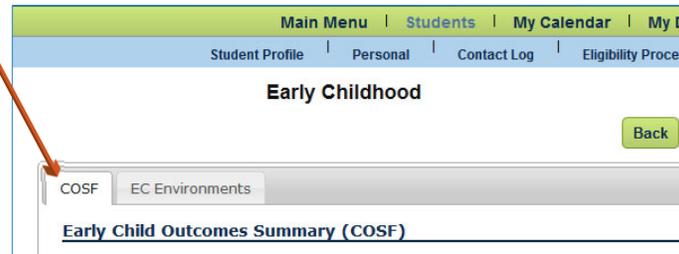
- Pulled directly from entries made in EdPlan
- Data entered for individual students
 - Early childhood outcomes
 - Exit reasons
 - Secondary transition
 - Discipline information
 - Consent to eligibility timeline: dates of finalized events

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Indicator 7: Early Childhood Outcomes

- Purpose: To report the specific learned skills' outcomes of very young students.
- OK EdPlan: Early Childhood Data Collection
 - COSF



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Content: Child Outcomes Summary Form

- Rate all three outcomes as compared to typical peers at entrance to early childhood program and at exit:
 - Social & emotional skills
 - Acquiring and using knowledge and skills (cognitive and language)
 - Taking appropriate action to meet needs (physical)
- Record whether progress was made (Y/N).

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

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COSF Criteria for Data Entry

- All students ages 3 to 5 should have ENTRANCE ratings if have received or will receive services for at least 6 months.
- EXIT ratings:
 - If student has turned or will turn 6 (**or exited the program**) prior to June 30, enter exit ratings by June 30.
 - **NEW:** If student will enter kindergarten in fall 2020, enter exit ratings as soon as reasonable (now or at start of year), regardless of age...unless new to program.

Indicator 7: FY 2020 & Future Collection Changes

- **NOW:** Complete unfinished but due ECO ratings, as possible
 - Can conduct virtually or use recent observations, if relevant
 - ECO ratings that cannot be completed will not be held against districts, but should be completed in the fall for the child's permanent record
 - Only ECO ratings that were due by March 13 will be monitored
- **NEXT YEAR:** ECO ratings will be completed in late spring, prior to start of kindergarten
 - Must still have six months of service prior to exit rating

Exiting Data

- Purpose: To report the count of students (ages 14-21 only) who exited districts by reason. Feeds the indicator 2/drop-out calculation.
- Reasons for exit that are included in the collection:
 - Dropped Out of School and Unknown
 - Deceased
 - Exceeded Maximum Age
 - Graduated with Diploma
 - Transferred to Another School System/ Moved Out of State
 - LNH and Home Schooled (returned to regular ed)
- Do not exit students determined no longer eligible for special education...still enrolled.

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Exiting: Notes & Reminders

- Exits should happen automatically based on the SIS entry
 - Ensure students exited correctly *in the SIS*
 - Can update if exit reason or date needs corrected
- Use unknown as temporary exit status (or counts as drop out)
- Prior to June 30: exit high school students graduating with a diploma (*from the SIS*)
 - Do not exit other grades with this exit reason
 - If not exited timely, will not count for drop-out report

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Indicator 13: Secondary Transition

- Purpose: To report the percentage of students whose IEPs meet the eight secondary transition requirements:
 - Includes post-secondary goals
 - Goals are updated annually & based on age-appropriate transition assessment
 - Includes IEP goals related to transition services needs
 - Includes 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

Sec Transition: Notes & Reminders

- Relevant for students minimum 16 years old or 9th grade
- Measured by whether a student's IEP is finalized timely
 - IEPs can only be finalized with transition information in place
- When finalizing IEPs or completing the “summary of performance” for graduates: remind students to update all contact information in the SIS for post-secondary outcome data collection

Indicator 13 Collection Changes FY2020

- OSDE-SES will pull a list of ALL students who meet the reporting requirements and their IEP compliance. If the IEP was due to be refinalized after March 13, compliance with those timelines **will still be included** in the calculations on the fall determination.
- Because IEPs can be developed and meetings held remotely, districts can review the IEPs of all students remotely and re-finalize them virtually with all team members.
 - **Over 1500 IEPs currently out of date for secondary students!**

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)
 - De facto suspensions
 - Out-of-School Suspension (OSS)
 - Unilateral removal to Interim Alternative Educational Setting (IAES)
 - Removal by hearing officer to IAES

Entering Discipline

- Enter each discipline incident via the “Discipline Info” tab in OK EdPlan.

The screenshot shows the 'Discipline Info' tab selected in the OK EdPlan interface. Below the navigation tabs, the 'Add Discipline Information' form is displayed. The form includes the following fields:

Removal/Expulsion:	<input type="text"/>	Offense:	<input type="text"/>
Number of Days:	<input type="text"/>	Person Taking Action:	<input type="text"/>
Date Discipline Begins:	<input type="text" value=""/>	Date Discipline Ends:	<input type="text" value=""/>
Parent Notification:	<input type="text"/>		
Notes:	<input type="text"/>		

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

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)

IAES Examples

- Did the student remain under the direct supervision of school personnel during the removal until the IEP team could determine the appropriate alternative setting for the student?
 - If yes, each half-day or more removed from their regular classroom(s) until the student was placed must be counted as ISS...then count each half-day or more after placement as a Unilateral Removal to an IAES. (Count these as 2 separate events.)
 - If no, each half-day or more removed from their regular school until the student was placed must be counted as OSS...then count each half-day or more after placement as a Unilateral Removal to an IAES. (Count these as 2 separate events.)

Placement in IAES by School Personnel

- (k)(1)(A) *School personnel* under this section may order a change in the placement of a child with a disability –
 - (ii) **to an appropriate interim alternative educational setting** for the same amount of time that a child without a disability would be subject to discipline, *but for not more than 45 days*, if –
 - (I) the child carries a weapon to school or to a school function under the jurisdiction of a State or a local educational agency; or
 - (II) the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of a State or local educational agency.
 - IDEA Section 615(k)(1)(A)(ii)
 - The IEP Team determines the alternative setting.

Placement in IAES by Hearing Officer

- (k)(2) A *hearing officer* under this section may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting *for not more than 45 days* if the hearing officer –
 - (A) determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of such child is substantially likely to result in injury to the child or to others;
 - (B) considers the appropriateness of the child's current placement;
 - (C) considers whether the public agency has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services; and
 - (D) determines that the interim alternative educational setting meets the requirements of paragraph (3)(B).

Discipline Help

- Removals must be reported in a specific way, regardless of district definitions of suspensions.
- Guidance is available! See “SPED Discipline for Principals”
- Auto upload is available. Please contact Tristan or Travis.
- <http://sde.ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>

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:
 - Exit dates & reasons;
 - 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.

Certification

- Superintendents must certify between July 2 and July 15 in Single Sign-On on the Special Education-Child Count system.
 - Choose the District Profile tab to certify End of Year.
 - Ensure Fiscal Year is 2020.
 - Click “Select District.”
 - Click “Certify End of Year.”
 - Data does not freeze in EdPlan, and is not visible in Single Sign-On.



District Profile Form

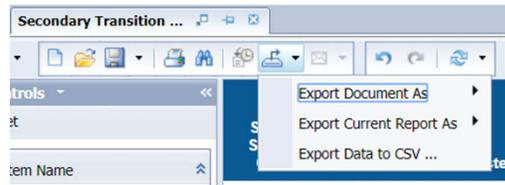
Fiscal Year:

County: 99 - STATEWIDE

District: 9999 - SDE

Sharing Data

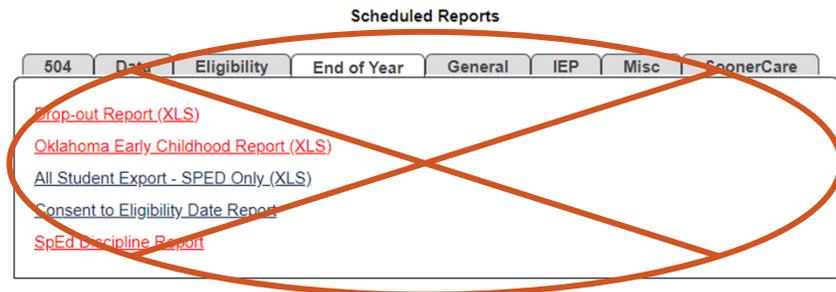
- District Summary Data:
 - Take screen shots, Control-A to select and print, etc.
- Student-level data reports:
 - Produce digital copies of all EOY reports in EdPlan Advanced Reporting:
 - PDF
 - Excel



Review: Advanced Reporting

Reports NOT to Use

- Avoid “Scheduled Reports” on Reports page
 - Out of date!



- Use Advanced Reporting System

How to Access Advanced Reporting

- In EdPlan, first open
 - Advanced Reporting through the Reporting tab
 - Select:
 - _OK Reports
 - _OK Reports Library
 - End of Year folders
- ...to access the EOY reports



EOY Reports in AR

- Early Childhood Outcomes Report
- Early Childhood Transition Report
- Eligibility Timeline Report
- Exiting Report
- Secondary Transition Report
- Discipline Incident Report
- Discipline Report

<https://sde.ok.gov/sites/default/files/documents/files/2019-EdPlan-AR-Primer.pdf>

Early Childhood Outcomes Report

- Pulls students who will have had at least 6 months of service & turn 6 before 6/30
- 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

Early Childhood Transition Report

- Pulls students who turn 3 during reporting period
- 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

Eligibility Timeline Report

- Pulls students who had initial parent consent between 4/15 of previous reporting year to 6/30 of current reporting year
- Counts school days between initial parent consent and eligibility determination, if event timeline correct
 - Uses most recent initial parent consent date to calculate days between consent and following event
- Not yet used for indicator 11 calculation

Exiting Report

- Pulls students ages 14-21 who exited districts 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 indicator 2 calculation

Secondary Transition Report

- Pulls students who are at least in 9th grade or 16 years old
- **Red Flags** tab shows students with IEP compliance issues
- Used for indicator 13 calculation

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

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

Questions and Contacts: Data Team

Travis Thompson

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**NOTE: None of us is
available by phone until
we return to our office.
Please EMAIL!**

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