

# 2019 Fall Data & Monitoring Training

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Special Education Data Team  
Special Education Monitoring & Compliance Team



## Agenda

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- Introductions
- Content
  - Child count and other data notes
  - Differentiated monitoring
  - “More news you can use!”
- Objectives



# Making “Child Count” Count!

Ginger Elliott-Teague, PhD  
Director of Data Analysis, Special Education



## SPED Child Count Reminders

- Annual collection; this year: October 1, 2019
- Collects the following for State and Federal reporting:
  - Count of children currently served (snapshot)
  - Primary, secondary and suspected disabilities, as appropriate
  - Child-level LRE (least restrictive environments) & ECE (early childhood environments)
  - Demographics, including race and ethnicity
- Why?
  - Funding! Both State and Federal aid are determined by the child count.
  - Several annual accountability indicators are also measured at this time.



## Getting Quality Data: The Essentials

### Every student must have...

- A valid STN
- finalized eligibility and IEP events
- an educational environment code
- complete disability category information (primary, suspected, etc.) and related services
- a valid grade code
- valid race & ethnicity entries
- ELL status
- a date of birth
- a gender
- an accredited site code
- a valid enrollment status

...in his/her record in EdPlan.



## Additional Data Quality Checks

- Students in DD districts (who are categorized as DD) must have...
  - a finalized eligibility document in OK EdPlan
  - a suspected disability on their current MEEGs
  - no students age 10 or greater with a disability category of DD
- Students no longer present must be exited in EdPlan to match the SIS un-enrollment date and reason.



## And... More Data Quality

- Every student must have the correct enrollment status selected on their personal page.
  - Public School, Residential Facility, Correctional Facility, Home/Hospital, Separate School, or Private School
- All demographic data in EdPlan must be changed in the Student Information System record.
- All duplicate records must be resolved.
- Students not in the Wave in your district on Oct. 1 will not be counted.



## Child Count Report

The Child Count Report tab includes all active students in EdPlan who:

- are eligible under IDEA,
- have an IEP or ISP, **and**
- have a valid STN.

The Child Count Errors tab lists all active eligible students with an IEP who have...

- Missing/invalid STNs
- Missing demographics
- Missing SPED data (disability, LRE/ECE)

**Note: An error exists if the column has an X for the student.**



## Correcting Errors 1

- Once an error is fixed in the student's record, it will take 24 to 48 hours to show in the Child Count Report.

If "X": Not included on Child Count	Demographic information in EdPlan must match data in Student Information System						
Invalid or Missing STN	School Site Missing	Date of Birth Missing	Invalid or Missing Grade	Gender Missing	Race/Ethnicity Missing	Missing Enrollment Status	ELL Status Missing

- STN issues: Contact SES Data Team or PCG to resolve
- Demographic data: update in your student information system!
- Enrollment status: update on the student's personal page



## Correcting Errors 2

**Shortened Week Length Error**

This indicates that the child has letters or symbols entered in the number field that records how many instructional hours per week a student receives (if a different amount per week than their peers).

Correct in the Services page in the student's record:

Is this student's instructional week the same length as nondisabled peers?

Yes  No

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If no, what is the total length of the student's instructional week?

	HR
	MIN



## Correcting Errors 3

Primary Disability Missing	DD with No Suspected Disability	DD as Suspected	DD Over 9	MD is Secondary Disability
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- All of the following errors must be fixed on the Eligibility Determination page in EdPlan:
  - Primary disability missing
  - Developmental delay errors
  - MD as secondary error: this indicates that the child has Multiple Disabilities listed as their Secondary Disability, which is not allowed by IDEA.



## Correcting Errors 4

Over 21 on Oct 1st	Early Childhood Environment Missing	Active in 2 Districts
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- The “Over 21” error is a marker for students that cannot legally be included in child count. This cannot be fixed except by exiting the student.
- ECE missing: this indicates that the child does not have an early childhood environment entered in the Early Child Data Collection in EdPlan.
- Active in 2 districts: The district that is currently providing schooling and services should contact OSDE-SES to resolve this issue.



## What if...

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- A child doesn't show up on either tab?
  - He or she has not completed the IEP process.
- A child is listed who shouldn't be?
  - He or she has not been inactivated or determined non-eligible.
- I don't have a child's IEP finalized by Oct. 1?
  - He or she will not be included in the FY19 SPED child count.
- I don't resolve an error prior to October 1?
  - It can be corrected before Oct. 15; otherwise the child will not be counted.



## Certification

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- Child count data must be certified by the district superintendent by EOD October 15 to be considered *timely*.
- Certification ensures that district leadership has reviewed the data and agrees to its accuracy.
- Superintendents should not certify if they do not believe the district child list is accurate or if they have not reviewed the list.



## Completing Certification

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- Go to Single Sign-on, SPED Child Count application starting Oct. 2.
  - A draft child list will be available on Sept. 25 *tentatively*.
- Open the Child List report, selecting “Oct 1”, **NOT** “Current.”
- Review child list and confirm its accuracy.
- If accurate, certify! If not accurate, review the EdPlan AR report and correct any errors.
- Updates to Single Sign-on will be done M/W/F until Oct. 15.

## Additional Data Notes

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- Automated enrollment/exits (WAVE-EdPlan integration)
- Parent survey update
- District Data Profile drafts

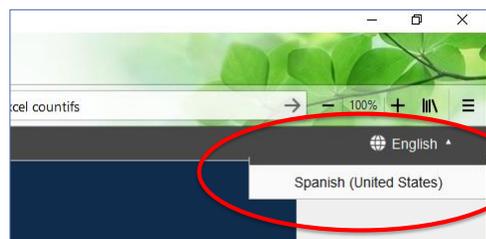
## Parent Surveys...All New!

- Survey administrator: TAESE out of Utah State (Center for Technical Assistance for Excellence in Special Education)
- Informational website: <https://sde.ok.gov/part-b-parent-survey>
  - Brochures and paper surveys
  - Phone numbers and mailing address
  - Survey link (English and Spanish):  
<http://www.surveygizmo.com/s3/5140252/OKi8>
- **Do not use old brochures, 'scantron' surveys or phone numbers!**



## Spanish-language Access

- Use the same link!
- To access the Spanish-language version, users must click on a drop-down menu in the top right corner:
- The phone number is different. Please see the informational website.



## Oklahoma's Annual Performance Report

- Annually, IDEA requires all states to assess themselves on seventeen compliance and performance indicators and to report those findings and data to OSEP.
  - The State Performance Plan Annual Performance Report (SPP/APR) is submitted in February.
- Except for several 100% compliance indicators, states set their own rigorous targets for each indicator, which states are expected to meet.
  - States that do not meet targets face increased monitoring.



## District Data Profiles

- Similarly, each state must annually assess districts on all but one of the same indicators reported in the SPP/APR.
- Districts are expected to meet the same rigorous targets set for the state as a whole.
  - Districts that do not meet targets face increased monitoring.
- In Oklahoma, the District Data Profile (DDP) documents districts' achievement.
  - Districts receive an official copy of the DDP each October.



## District Data Profiles

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- Current draft
- Things of note
  - Parent survey results versus response rate bonus
- Send concerns to the data team...
  - We use district reviews as data quality checks



## Questions and Contacts

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**15 MINUTE BREAK**



## Monitoring Compliance & Performance

Tina Spence  
Director of Compliance & Monitoring



## Agenda

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- General Supervision Requirement
- Integrated Monitoring Process
  - Differentiated Monitoring Results and Requirements
  - Important Timelines
  - Selective Reviews



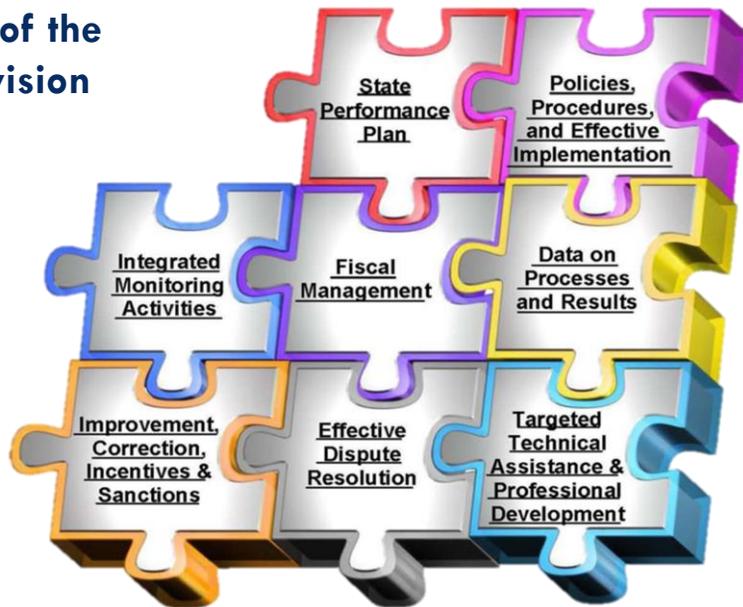
## General Supervision Requirement

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- Main Purpose of the OSDE-SES:
  - To monitor the implementation of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.
  - The OSDE provides monitoring oversight of local education agencies and interlocal cooperatives to ensure adherence to the Federal and State regulations under the IDEA and its amendments.
- Part B: Supports special education and related service programming for children and youth with disabilities ages 3-21.



## 8 Components of the General Supervision System



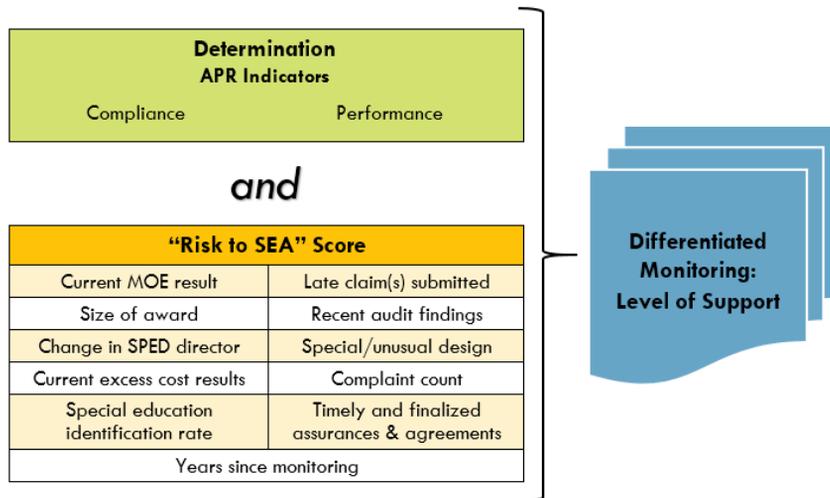
## Differentiated Monitoring

- The differentiated monitoring process expands state monitoring of district performance into two areas beyond IDEA compliance:
  - Fiscal risk to the state
  - Student outcomes
- This expansion meets two federal intents:
  - a requirement to assess sub-grantees' risk to the state educational agency (SEA)
  - a goal to move toward “results-based accountability”

## Differentiated Monitoring Result (DMR)

- OSDE-SES identifies each district’s DMR based on a risk score and a determination rating (which takes into account IDEA compliance and student performance reporting requirements).
- The DMR determines the level of support a district will be assigned for the designated school/fiscal year.
- It is reported each November for the current year.

### DMR Diagram



## Risk to SEA

- The risk assessment measures the degree of risk a district poses to the SEA in finances and other factors of concern, such as complaint counts, directors' experience, and timely completion of required special education documentation.
- OSDE-SES reviews the factors included in the risk assessment annually to ensure their continued usefulness in measuring risk to the SEA.

## Risk to SEA Scoring

Risk Category	FY19 Risk Score
<b>Category 1:</b> Very Low Risk	0 – 9 points
<b>Category 2:</b> Low Risk	10 – 18 points
<b>Category 3:</b> Moderate Risk	19 – 32 points
<b>Category 4:</b> High Risk	33 – 50 points

Districts will fall into one of these four categories according to their calculated risk. Districts in categories 2, 3 or 4 will be required to complete activities intended to reduce their risk level over time.

## District Determination

- IDEA requires district “determinations” to measure district achievement in meeting the state’s APR compliance and performance targets.
- Not all APR/DDP indicators are included because some indicators are less valuable for assessing the quality of a district’s work with SWDs, since they are more state-oriented.



## Determination: Compliance Measures

<b>Indicator 4A:</b> Risk Ratio for students with disabilities with long-term suspensions/expulsions
<b>Indicators 9 &amp; 10:</b> Degree of disproportionate representation of racial and ethnic groups in special education in general and in specific disability groups due to inappropriate identification.
<b>Indicator 11:</b> Timely initial evaluation (within 45 days)
<b>Indicator 12:</b> Individualized Education Program developed/implemented by third birthday
<b>Indicator 13:</b> Secondary transition documented
<b>Timely Completing of Monitoring Requirements</b>
<b>Longstanding Noncompliance:</b> 2 or more years noncompliant on any one indicator
<b>Bonus:</b> Timely on Child Count & End of Year Data Submissions & Certification
<b>Bonus:</b> Attendance at Child Count and End of Year Training



## Determination: Performance Measures

**Indicator 3C:** Percent of students with disabilities across all grades participating in Regular Statewide Assessments who achieve Proficient or Advanced scores, separated for math and reading, and growth in that rate over time

**Indicator 1:** Percent of youth with IEPs, in Cohort Year 2017, who graduated with a diploma

**Indicator 2:** Percentage of students with disabilities dropping out of high school SY 2018-19

**Indicator 7:** For each early childhood outcome: of those preschool children who entered or exited the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Bonus:** 50% or greater *response rate* on parent survey or annual response increase of 5%

**Bonus:** District-driven improvement activities to enhance student outcomes or district processes



## Determination Rating

Determination Rating	Rating Percentage
<b>Tier 1:</b> Meets Requirements	90 – 100 percent
<b>Tier 2:</b> Needs Assistance	70 – 89 percent
<b>Tier 3:</b> Needs Intervention	50 – 69 percent
<b>Tier 4:</b> Needs Substantial Intervention	Less than 50 percent

Based on the ability of a district to meet the compliance and performance targets, the district is assigned a determination tier. Districts in tiers 2, 3 or 4 will be required to complete activities intended to improve their target achievement over time per the differentiated monitoring process.



DMR Table			Required Activities												
Level of Support	Corresponding...		Integrated Monitoring									Response to Noncompliance			
	Risk	Determination	A	B	C	D	E	F	G	H	I	W	X	Y	Z
1	VL	MR	x									x	x	x	x
2	L	NA	x	x	x	x						x	x	x	x
3	M	NI	x	x	x	x	x	x		x		x	x	x	x
4	H	NSI	x	x	x	x	x	x			x	x	x	x	x

A. Front-loaded technical assistance  
 B. Targeted technical assistance  
 C. Self-assessment  
 D. Professional development modules  
 E. Data retreat  
 F. Improvement plan  
 G. Targeted on-site monitoring

H. Comprehensive on-site monitoring  
 I. Withheld funds  
 W. Letter of Assurance  
 X. Data correction (prong 1)  
 Y. Improvement plan  
 Z. Data verification (prong 2)



## Integrated Monitoring Activities

### A. Front-loaded technical assistance:

- Provides LEAs with upfront training and skills prior to a monitoring activity to allow for better understanding of the broad expectations, related best practices, and the potential impact of results.

### B. Targeted technical assistance:

- Is a purposeful and planned series of activities.



## Integrated Monitoring Activities

### C. *Self-assessment:*

- Meant to give an accurate picture of district, school and teacher practice supported by documentation.
- Self-assessments provide the groundwork for reflective practice that is focused on improving outcomes.

### D. *Professional development modules:*

- LEAs may utilize professional development modules created by the OSDE-SES, modules available through the OK EdPlan System, PEPPER, or identify other modules approved by the OSDE-SES for this activity.



## Integrated Monitoring Activities

### E. *Data retreat:*

- Training that guides personnel through root cause analysis and how to use data to direct improvement.

### F. *Improvement plan:*

- Identifies current areas of strengths, improvement areas, barriers, SMART goals, action steps, person(s) responsible, a timeline for completion and expected outcomes.



## Integrated Monitoring Activities

### *G. Targeted on-site monitoring:*

- Administered with the intent to assess how an LEA is implementing certain requirements of the IDEA.
- The goal is to target an area needing improvement and review appropriate sources of information to determine root causes.

### *H. Comprehensive on-site monitoring:*

- Administered with the intent to assess how an LEA is implementing the full set of requirements of the IDEA.
- The goal is to review the LEA's special education program in its entirety.



## Integrated Monitoring Activities

### *I. Withheld funds:*

- The OSDE-SES may withhold funds, in whole or in part, in accordance with the federal regulations at 34 CFR §§ 300.604 and 300.605.



## Response to Noncompliance Activities

### *W. Letter of Assurance:*

- Districts found in noncompliance are required to provide the OSDE-SES with a letter of assurance to guarantee they will correct all areas of noncompliance.



## Response to Noncompliance Activities

### *X. Prong 1 - Data and student level correction:*

- Districts with identified noncompliance must correct all student level records in noncompliance by the required timeline.
  
- See OSEP memo 09-02 for requirements.



## Response to Noncompliance Activities

### *Y. Improvement plan for noncompliance:*

- If a district is substantially below the 100 percent target on one or more compliance indicators, the district will be required to submit an improvement plan for the indicator(s).



## Response to Noncompliance Activities

### *Z. Prong 2 - Continuous compliance:*

- Within a year of the findings, OSDE-SES must ensure LEAs have demonstrated systemic compliance for each individual case of noncompliance that was identified.
- Oklahoma completes this requirement by reviewing relevant cases (e.g., a set of initial evaluations) in full or as a sample, depending on the size of the district's child count.



## Data & DMR Timelines

Component	State Timeline	District Timeline
District Data Profile (DDP)	Draft issued by October 15 using data collected during prior school years. Final version is sent with the DMR packet.	May respond within two weeks with questions and concerns.
Differentiated Monitoring Result (DMR)	Result is issued by November 15 via a letter dictating the assigned level of support and all associated required district activities.	All required activities must be completed by June 30, though specific activities may have earlier deadlines.
Risk Assessment	Issued each fall by November 15 in the DMR packet.	May respond within two weeks with questions and concerns.
Determination		See above.

## Response to Noncompliance Timelines

Component	State Timeline	District Timeline
Noncompliance Findings	Issued each fall by November 15, after DDP is finalized, with the DMR packet.	Noncompliance must be corrected by January 15.
Prong 2 Review	Conducted by June 1. Results issued by June 30 by letter.	<i>If continued noncompliance, additional district activities will be assigned by June 30. The deadline for completion will extend into the following fiscal year.</i>

## Selective Reviews

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- When issues of concern are brought to the OSDE-SES's attention regarding an LEA's implementation of IDEA, a selective review may be conducted to determine the level of concern and assistance needed.
- OSDE may determine an LEA needs technical assistance and/or a targeted or comprehensive monitoring.



## Questions and Contacts

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## More News You Can Use!

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## Topics

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- Listserv & other communication from OSDE-SES
- EdPlan
  - Parent Connect
  - Goals/Progress Monitoring
  - Goal bank
- DLM Parent Brochure
- Behavior Summit
- Evaluation & Eligibility Handbook
- Caseloads



## SURVEY

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- Experience and knowledge assessment for the today's monitoring component for the State Systemic Improvement Plan (SSIP).
- Using your phone camera, focus on the QR code, and a survey link will be created. Open the link.

