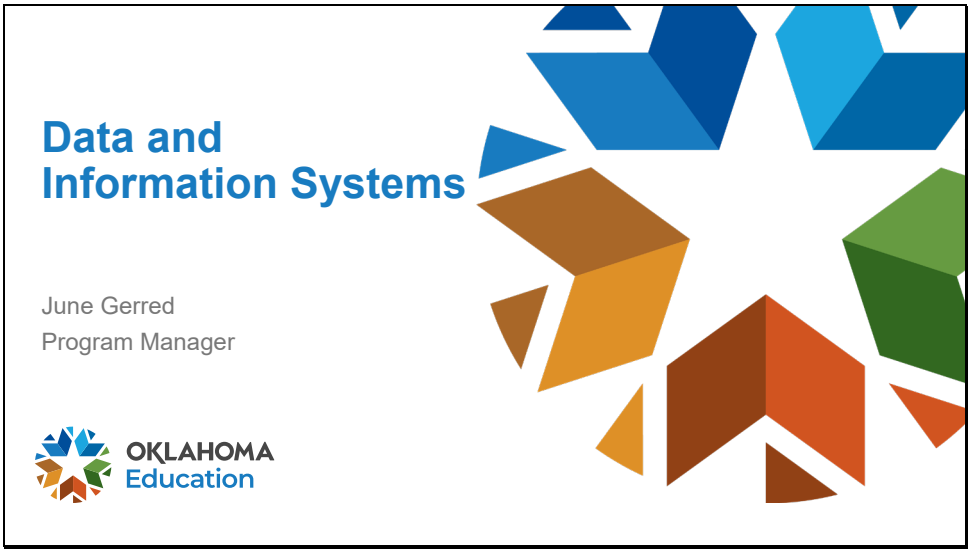
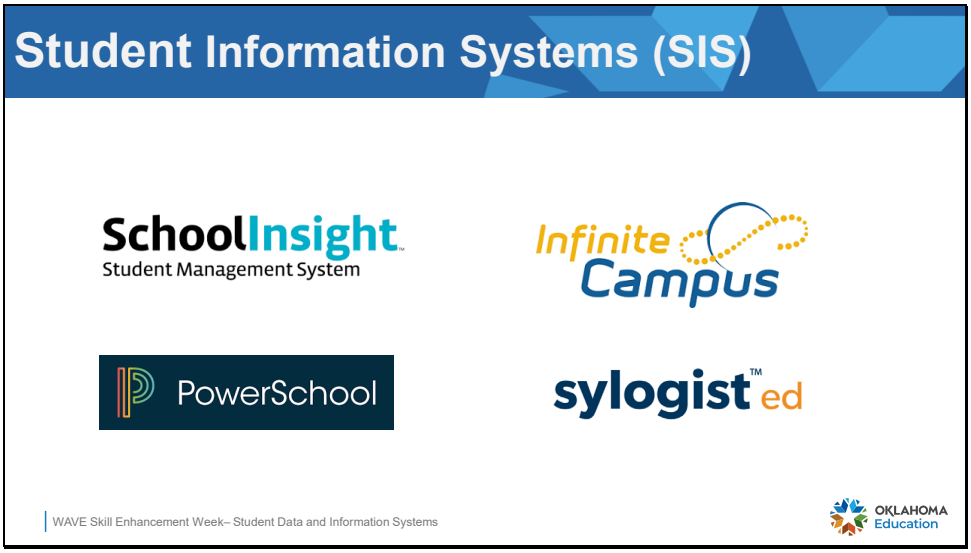
Slide 1

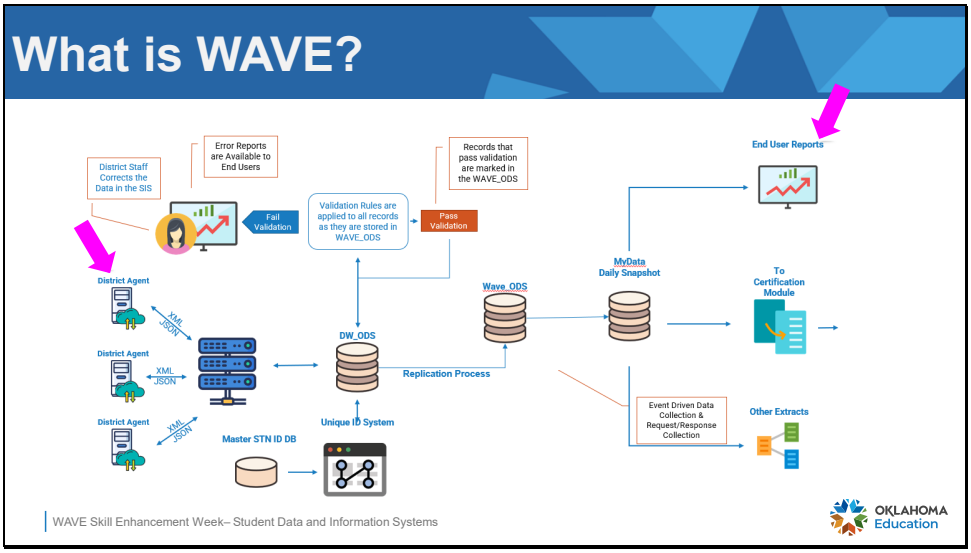

Data and
Information Systems
June Gerred
Program Manager
OKLAHOMA
Education

Slide 2



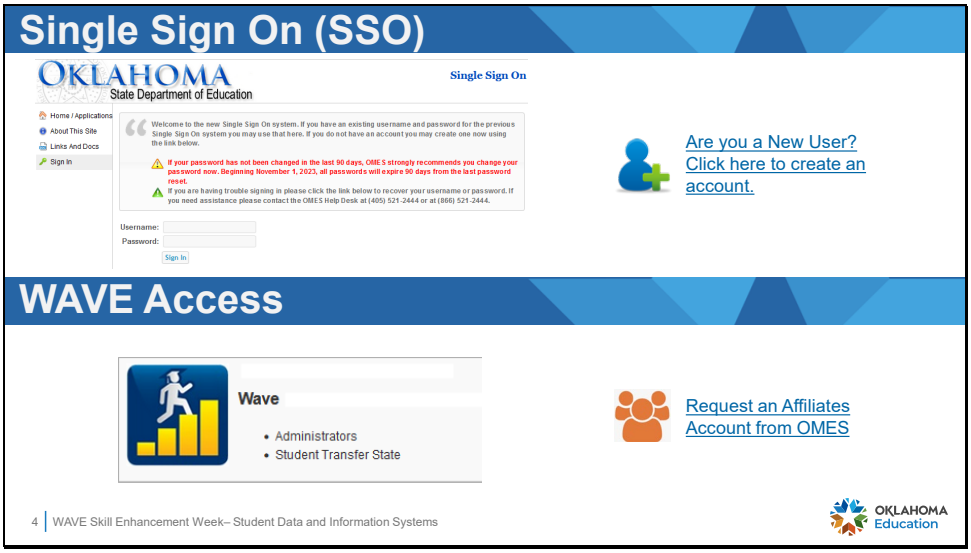
There are four student information systems approved to work with OSDE for SY 2024. Understanding how your SIS interacts with the OSDE through the SIF agent will help you send high quality data to the WAVE.

Slide 3



This diagram represents the complexity of data that is sent from your vendor, through a SIF agent where it is validated and prepared for state and federal reporting.

Slide 4



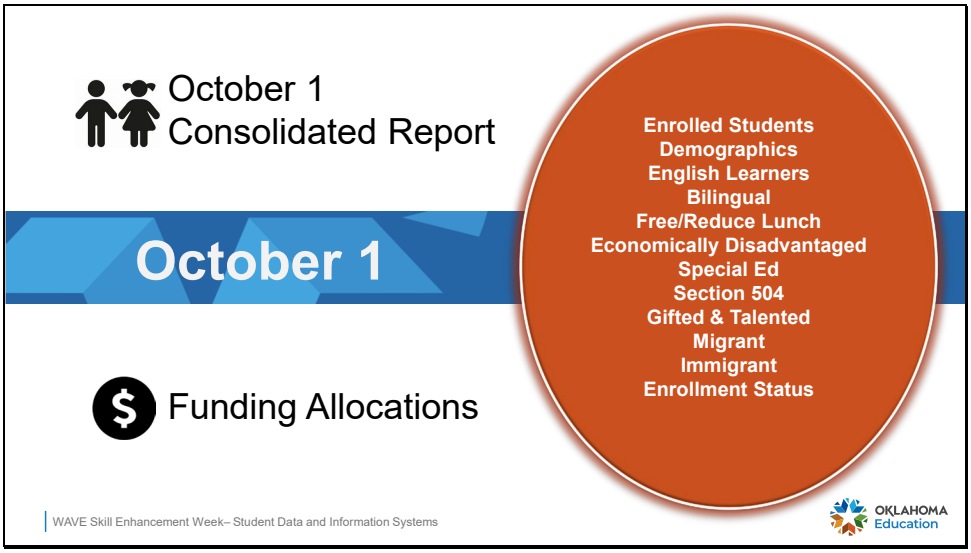
Two accounts are required to access WAVE. One for access to Single Sign on where apps are located. A second account to access the WAVE application. SSO access is granted by the SSO Administrator in the district. After the SSO Administrator in the district has added one WAVE permission to a user account, the user must request an Affiliates account from OMES using the link provided on the slide. The Affiliates account is a Microsoft account created for the user as an affiliate of OSDE. The first time it is used, the user will sign into the WAVE app, then be asked to sign into Microsoft with the newly created Affiliates email address. If the user has more than one Microsoft account, select the Affiliates account to use for WAVE access.

This requires some planning ahead as the account set up process can take up to a week during busy times.

Slide 5

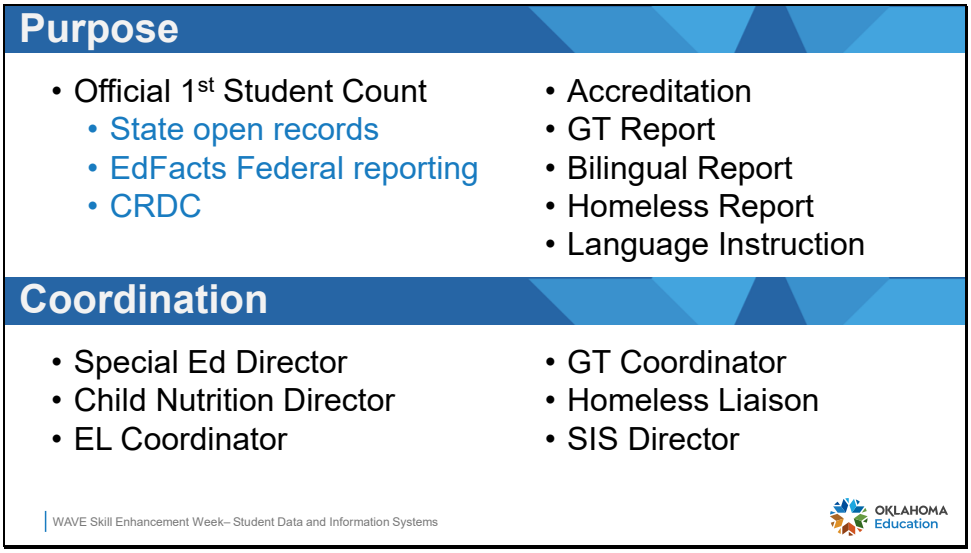
First, log into SSO, select the WAVE app from the list. Sign into WAVE with the user's Affiliate account.

Slide 6



The October 1 Consolidated report is a count of students listed with their demographics and indicators of program status enrolled as of October 1. In years where October 1 falls on a weekend, the nearest school day will be used instead. For example, October 1, 2023 is a Sunday, therefore October 2, 2023 will be the official count day for this report.

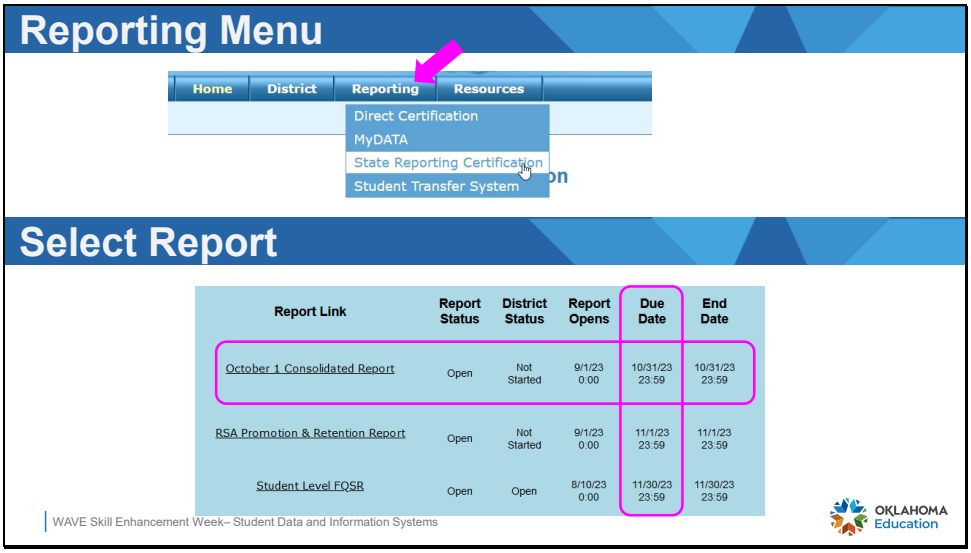
Slide 7



The October 1 Consolidated Report represents the first official count of students for the State of Oklahoma. The official student enrollment numbers are made publicly available. The enrollment counts also provide state and federal funding for several programs that provide instructional value for student. Accurate students counts for each demographic affect targeted funding. Inaccurate counts will cause a district to over report or under reporting which will have impacts on the district during program audits.

The October 1 Consolidated Report is unique in that is required coordination between the staff person with the overall responsibility of completing the report and the administrators of each reported program. Key personnel should be identified by district leadership to ensure proper coordination is occurring. The responsibility to confirm each school site should belong to one designated administrator when all student and program attributes have been confirmed for accuracy.

Slide 8

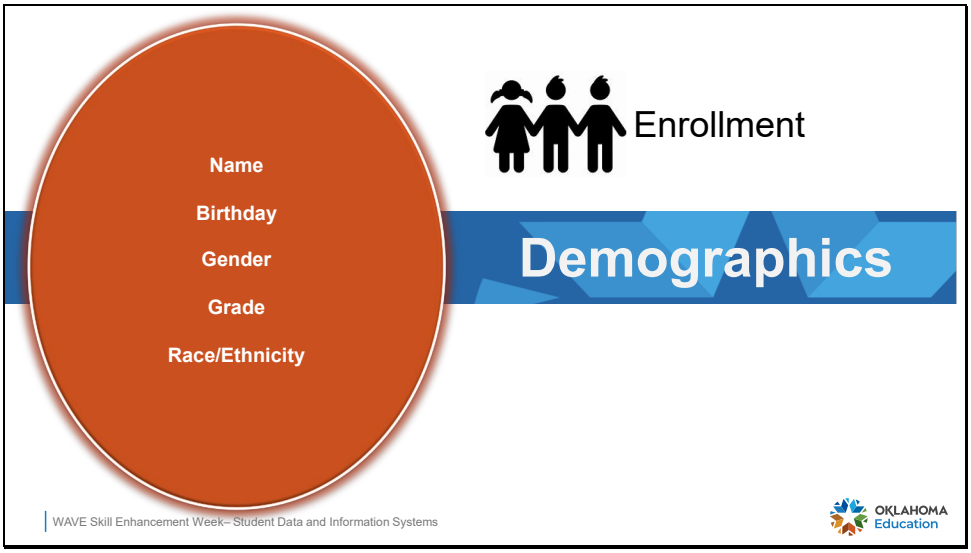


Inside the October 1 Consolidated Report, select the State Reporting Certification option from the WAVE menu located at the top of the display. A list of WAVE reports will be displayed. Locate the October 1 Consolidated Report in the list. Take note of the date the report will open, giving the user access to begin reviewing data. Note the date the report is due. Staff should be working on the report in September leaving October to make final updates and edits.

This report demands significant time to complete. It is highly suggested the report is certified by mid-October for most districts. The additional time that has been added to the report is to allow the Special Education Department to file any appeals that may be required for students who enrolled very close to October 1.

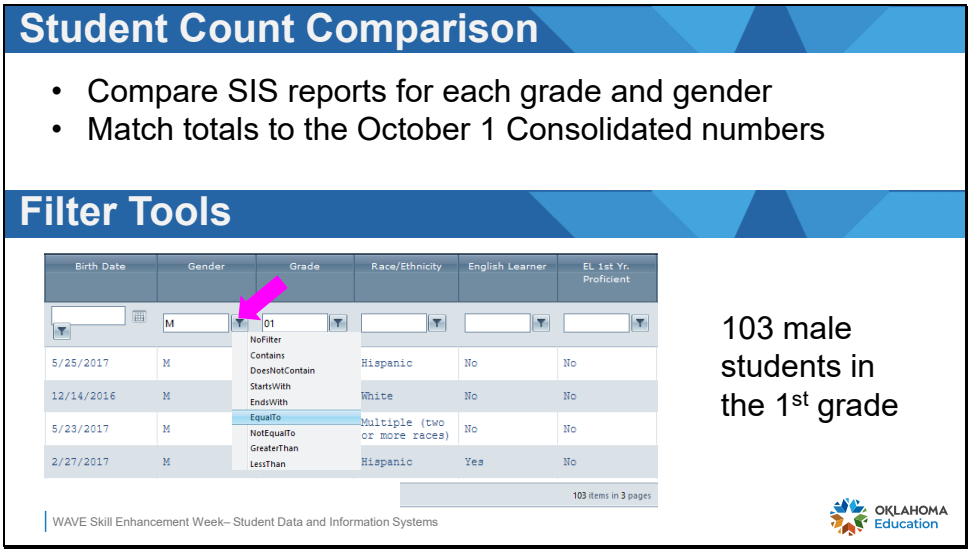
Due dates are not suggestions, they are deadlines. The report will not be accessible for any data updates or corrections after October 31.

Slide 9



Demographics are typically referred to as information about the student that generally remains static throughout the student's educational career.

Slide 10

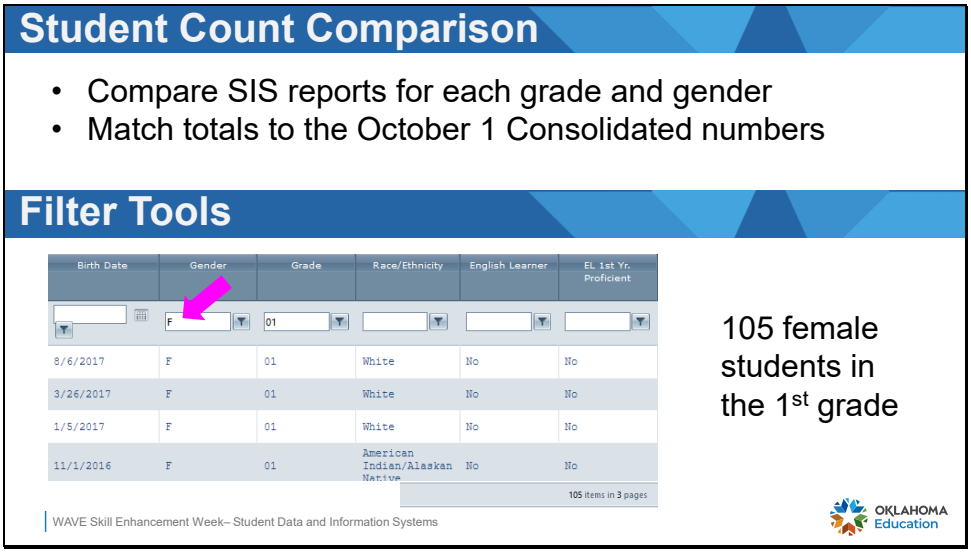


Begin work on the October 1 Consolidated Report by comparing the number of students in each grade level from the WAVE report to the number of students in each grade with reports from the local SIS. When running reports from the local SIS, ensure only students enrolled on October 1, or the designated count date are included.

In addition to confirmed counts of students in each grade, also compare the number of males and females in each grade level.

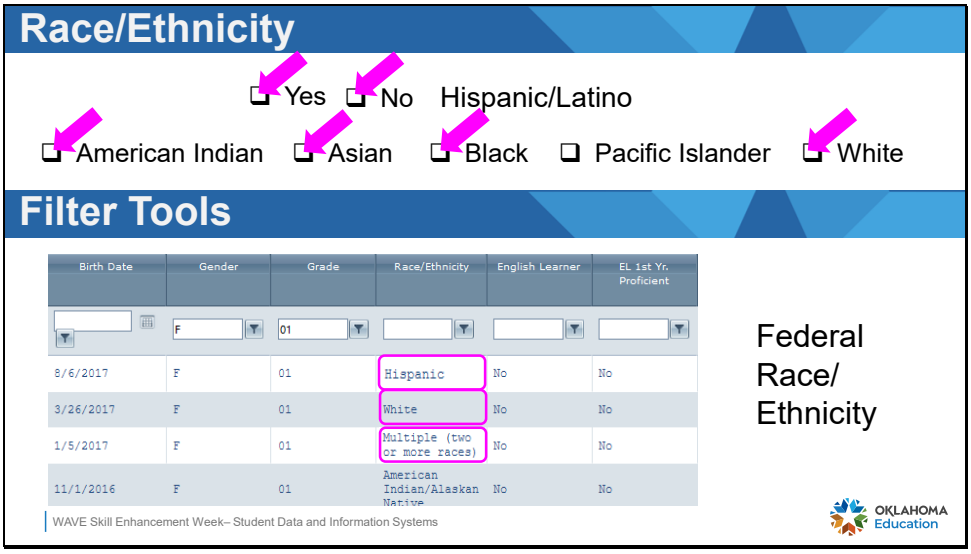
There are filter tools for each column in the report that can be used to make comparisons to local SIS reports more efficient. After filtering for each comparison set, totals of the set will be displayed in the bottom right corner of the screen. Users may find it useful to create a spreadsheet of each school to document counts for each demographic between WAVE and SIS reports to keep track of the validation process.

Slide 11



Change the filter to sort on a different value.

Slide 12



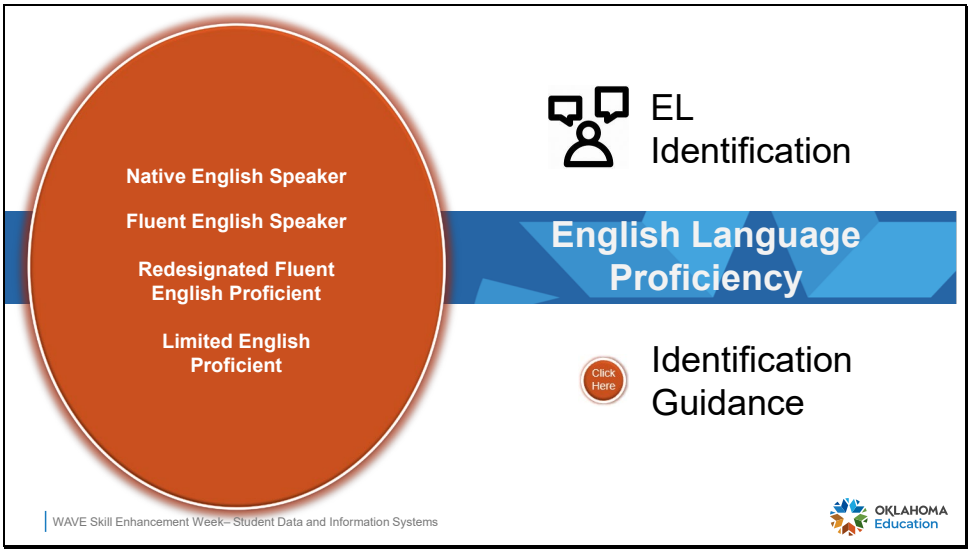
Race/Ethnicity is collected when the student is identified as belonging to one or more of the choices defined in the top portion of the slide. Identification usually comes from the enrollment form completed during enrollment. Most SIS vendors allow options that indicate how this demographic was identified, such as by parent/guardian, school records, staff identified etc.

The October 1 Consolidated Report displays the Federal Race/Ethnicity value based on the following rules:

- Hispanic/Latino is “yes”, the student will have the Federal Race/Ethnicity value of “Hispanic”
- Hispanic/Latino is “no” and only one other indicator is selected, the student will have the Federal Race/Ethnicity value that was selected
- Hispanic/Latino is “no” and more than one indicator is selected, the student will have the Federal Race/Ethnicity value of “Multiple”

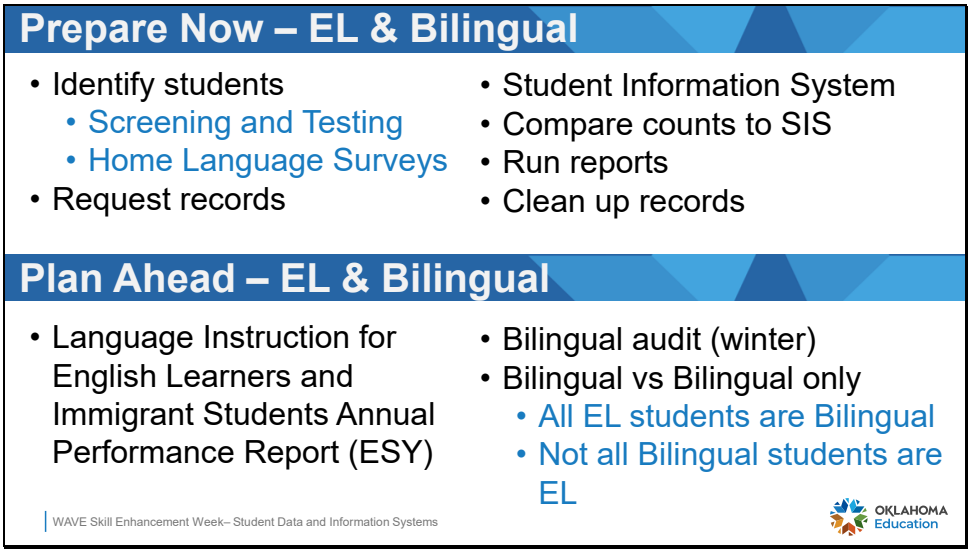
Unless the SIS has reports using the Federal Race/Ethnicity value for the student, this demographic may be challenging to validate.

Slide 13



The October 1 Consolidated Report displays a student's participation in a program. This may also be referred to as a demographic or an attribute. Students are identified as EL by meeting a specific criteria as described in the Identification Guidance provided in the link on the slide. This presentation addresses how a student will display in the report and what to look for during validation. Only students who have been identified EL or Bilingual before or on October 1 will be included in the counts for this program.

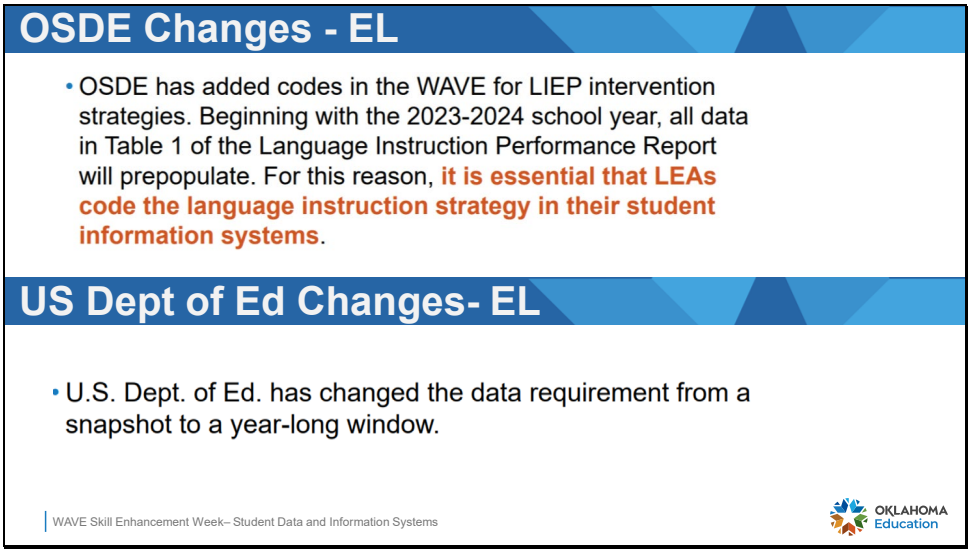
Slide 14



Preparation work for the October 1 Consolidated Report should be done during September. The EL administrator must complete testing on new students no later than September 30, thereby identifying the student as having a status of EL or Bilingual on October 1. Students who are tested after October 1 and qualify as EL or Bilingual will not be included on the October 1 Consolidated Report for the program as the student did not have that status on October 1 or the assigned reporting date.

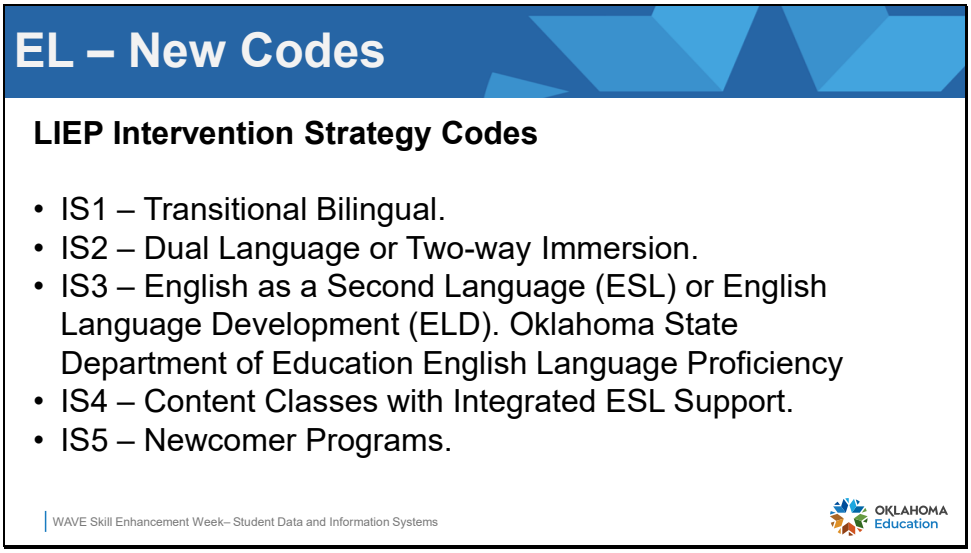
Records from new transferring students must have been reviewed and any EL or Bilingual status from the sending school must be indicated correctly in the student information system. This often requires planned communication and established processes between the EL Department and the registrar. Failure to maintain communication may results in the district under reporting EL or Bilingual student counts, thereby affecting funding allocations.

Slide 15



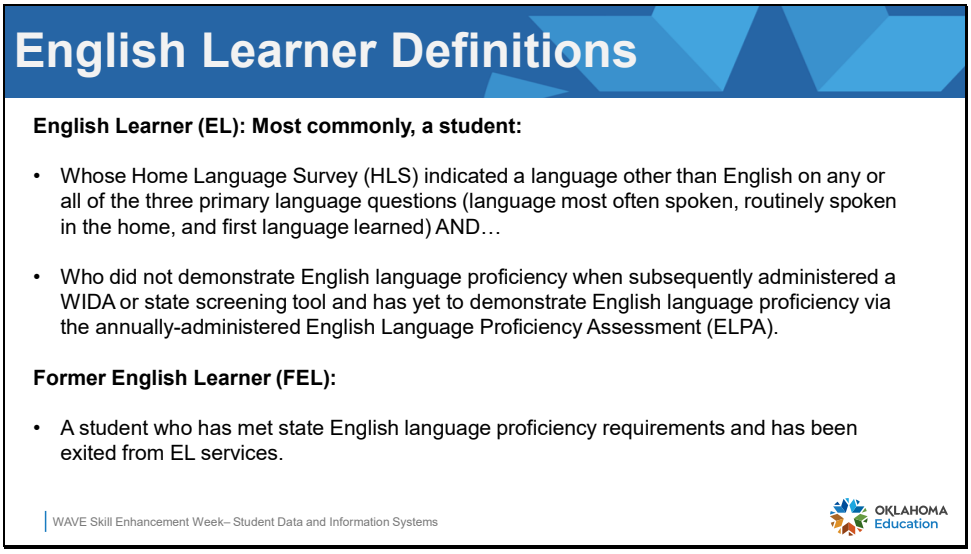
While this information is not part of the October 1 Consolidated Report student counts, the information is important and should be part of the September work of preparing data. This will be required as part of the Language Instruction for English Learners and Immigrant Students Annual Performance Report (SSO) at the end of the school year.

Slide 16



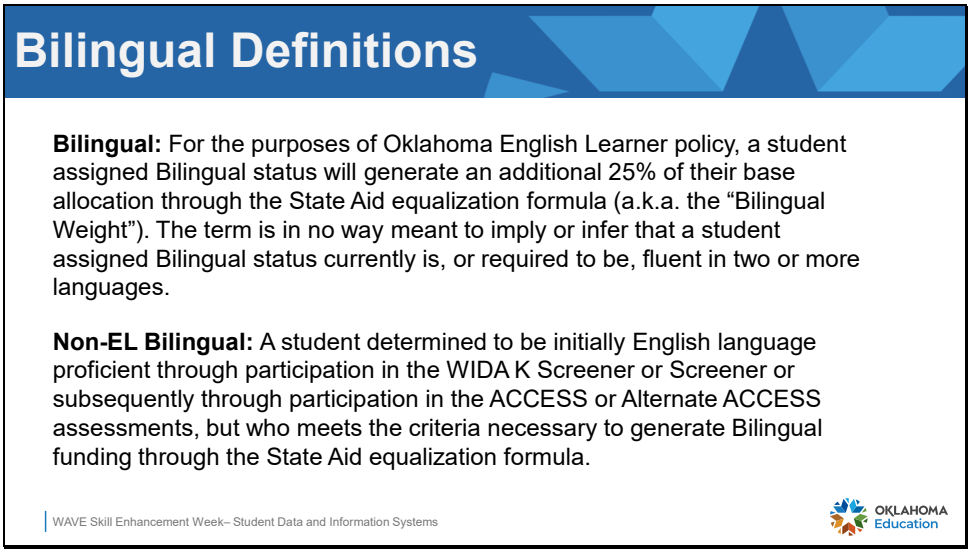
The code set is provided here for reference and is provided in the SIF Code Set document. A link to this document is located at the end of the slide deck.

Slide 17



A quick access to definitions is provided here for reference. Refer to the Identification Guide from slide 13.

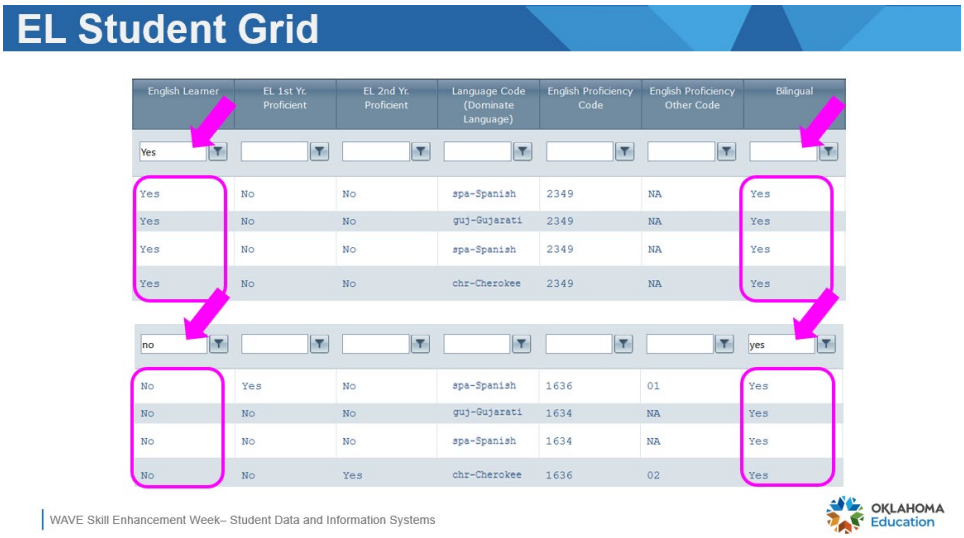
Slide 18



A quick access to definitions is provided here for reference. Refer to the Identification Guide from slide 13.

Bilingual funding is different than EL funding and occurs at different times. The Bilingual audit occurs in winter and is scheduled by the district's RAO.

Slide 19



Use filters to sort for all students with an EL value of “Yes”.

- Compare that the SIS numbers match the EL department numbers. Make corrections as needed.
- Compare that the SIS numbers match the October 1 Consolidated Report student counts. Make corrections as needed.

Other data validations to review in the October 1 Consolidated grade grid:

- Filter the **English Learner** column with the value of “Yes”. Ensure that all filtered students also have “Yes” in the Bilingual column.
- Review the English Proficiency codes for accuracy.
- EL students should only have the value of “NA” in the English Proficiency Other Code column.
- Confirm the correct dominate language code is displayed.

Additionally, validate the student data in this way:

- Clear the filter for the English Learner column.
- Filter the **Bilingual** column for students with the value of “Yes”. Clear the filter for the English Learner column.
- Not all Bilingual students have a EL status of ‘Yes”. Students in the English Learner column may have a value of “Yes” or a value of “No”.
- Review the English Proficiency codes for accuracy.
- Students may or may not have a value in the English Proficiency Other Code column. Review these codes for accuracy.

Slide 20

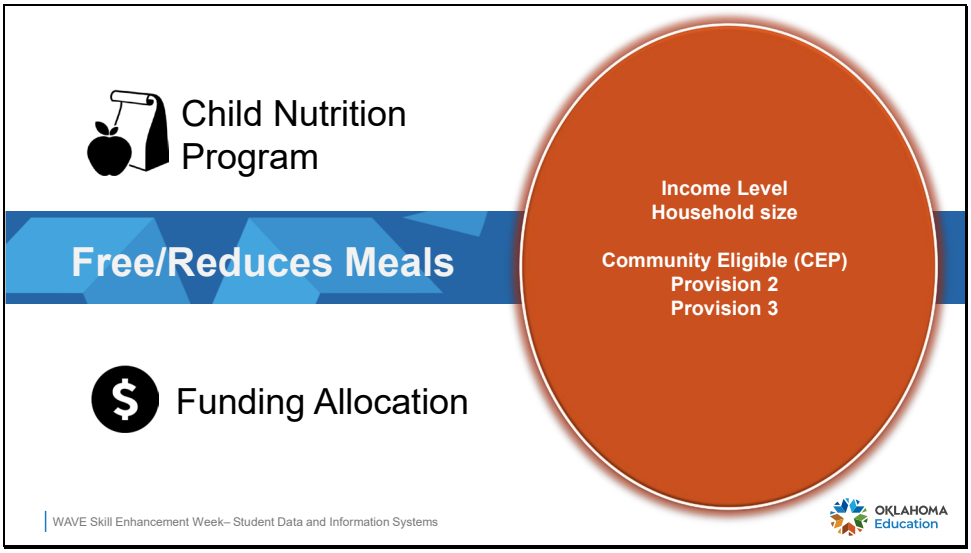
Student Grid

- Who is responsible for the EL data in the grid?
- Assign roles that fit your district.

English Learner	EL 1st Yr. Proficient	EL 2nd Yr. Proficient	Language Code (Dominate Language)	English Proficiency Code	English Proficiency Other Code	Bilingual
Yes						
Yes	No	No	spa-Spanish	2349	NA	Yes
Yes	No	No	guj-Gujarati	2349	NA	Yes
Yes	No	No	spa-Spanish	2349	NA	Yes
Yes	No	No	chr-Cherokee	2349	NA	Yes

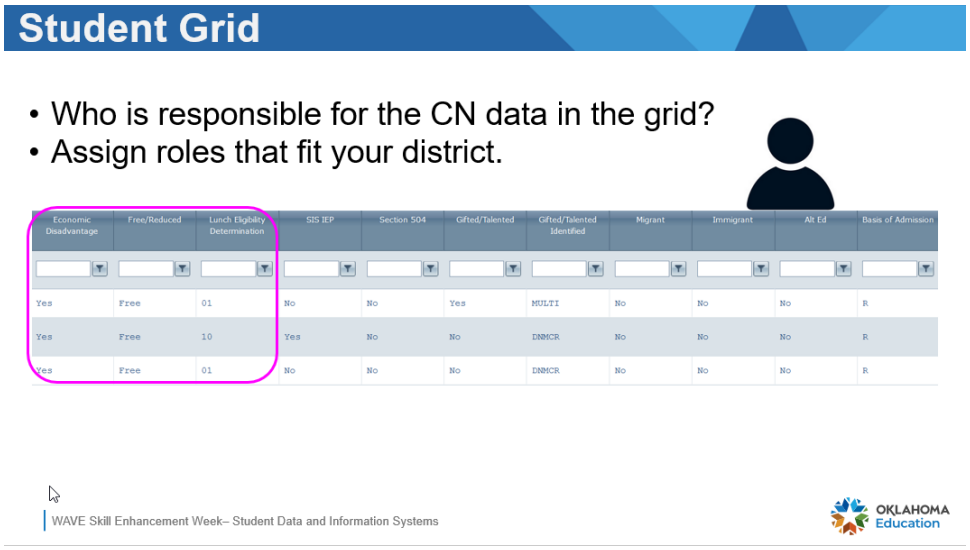
District administration can identify one responsible person to coordinate with directors, coordinators, and principals. District administration can assign staff from each department to review data in the student grid if desired. It is recommended one administrator have an oversight role to ensure all data in validated before the school site report is confirmed.

Slide 21



Students may participate in the National School Lunch Program if the district participates in this program. Students may apply and be approved individually for free or reduced meal benefits. District or schools may qualify for programs that provide benefits for all students. The counts of students participating in either program are sources for multi funding streams.

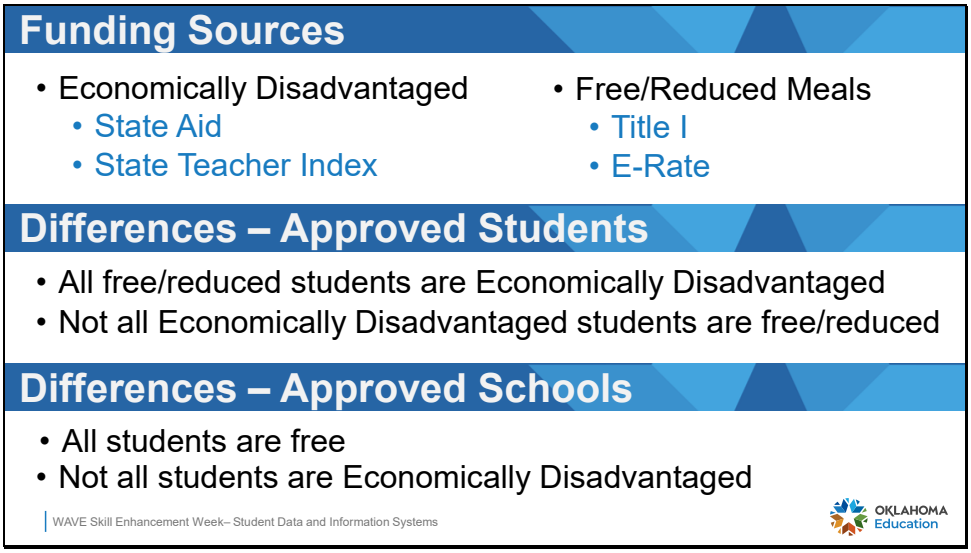
Slide 22



District administration can identify one responsible person to coordinate with the Child Nutrition Department. District administration can assign staff from that department to review data in the student grid if desired. It is recommended one administrator have an oversight role to ensure all data is validated before the school site report is confirmed.

Locate the columns in the student grid for Economically Disadvantaged, Free/Reduced, and Lunch Eligibility Determination. The next several slides will explore the attributes of NSLP.

Slide 24



The number of students who have the attribute of Economically Disadvantaged provide state aid funding for districts.
The number of students who have the free or reduced meal status help provide Title I and e-Rate funding for districts.

These are two different indicators that related, but not the same.

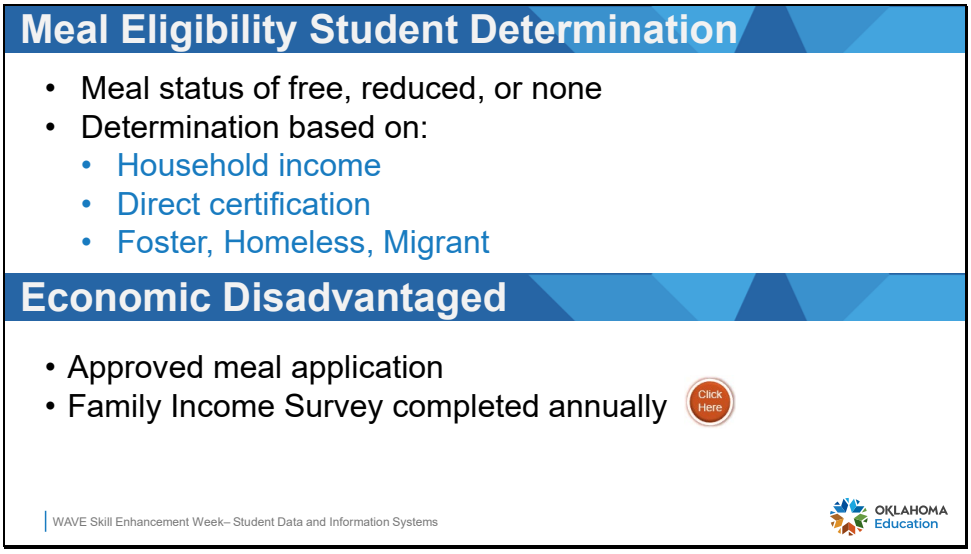
When the free or reduced meal status is determined at the **family or student level** by an approved meal application or through a direct certification process:

- All students who have free/reduce status are also assigned the attribute of Economically Disadvantaged.
- Students may have the attribute of Economically Disadvantaged, but not applied for benefits and do not have an approved meal application. This status must be identified by the Income Survey.

When the free or reduced meal status is determined at the **district or school level**:

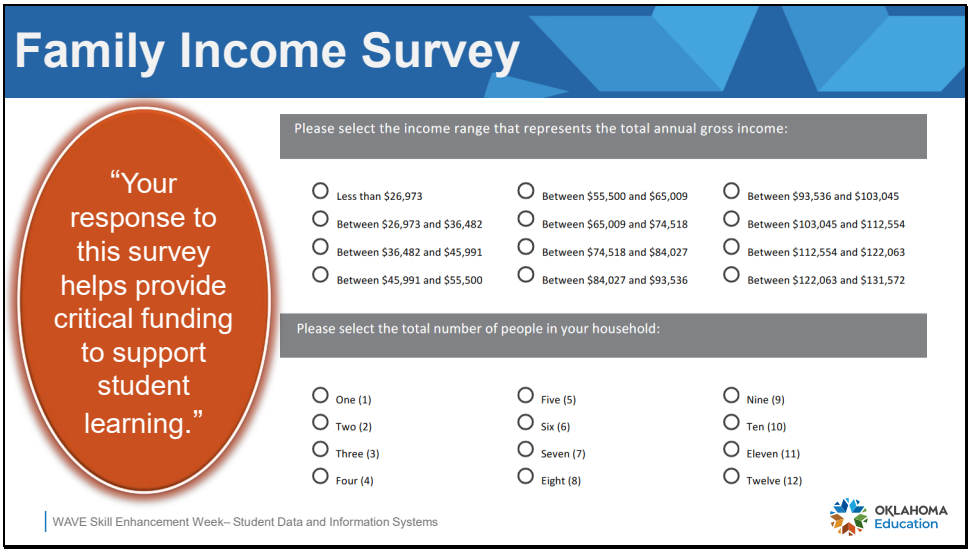
- All students have a free status but are not assigned the attribute of Economically Disadvantaged.
- Students may have the attribute of Economically Disadvantaged, but it must be determined from the Economically Disadvantaged form.

Slide 25



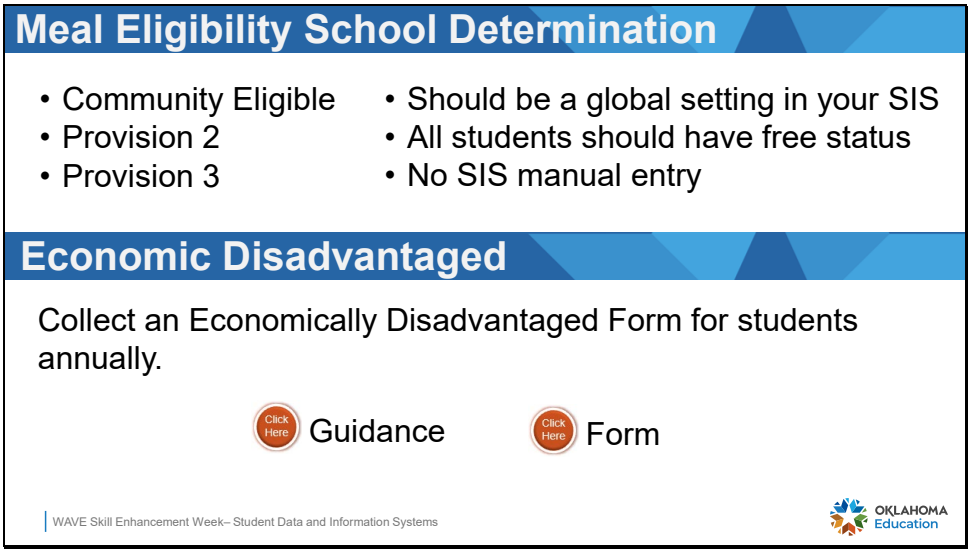
At the **family or student level**, the meal status is determined based on methods of qualifications as listed in the slide.
At the **family or student level**, the economically disadvantage status is determined based on methods of qualifications as listed in the slide.

Slide 26



The form is a template and may be customized to fit your district. The link to the form was provided in the previous slide. The income values and household numbers may not be adjusted and are updated annually by USDA.

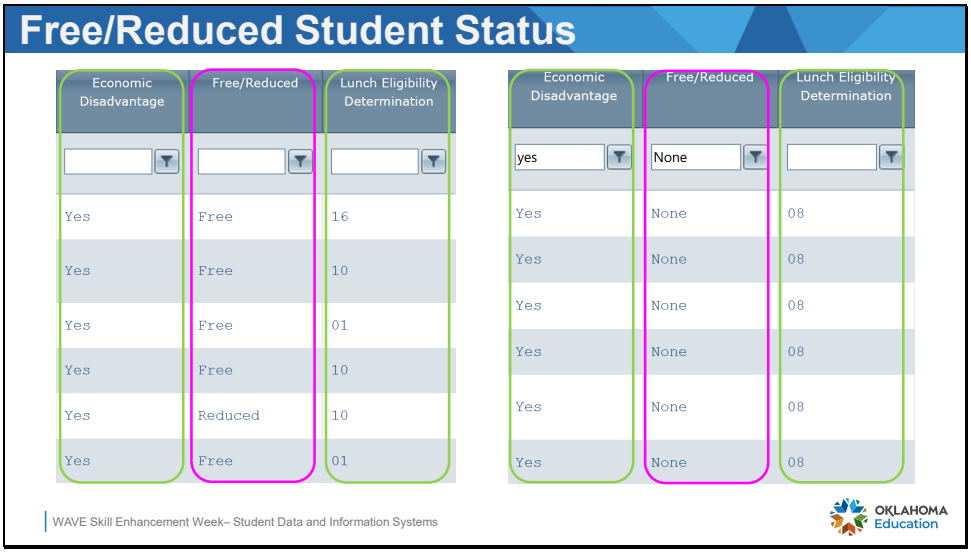
Slide 27



At the **district or school level**, the meal status is determined based on the participation in the program by the school. Pay special attention to the way the eligibility records are created for district/school wide program as noted in the slide deck.

At the **district or school level**, the economically disadvantage status can only be determined based on the Economically Disadvantaged Form as provided in the slide.

Slide 28



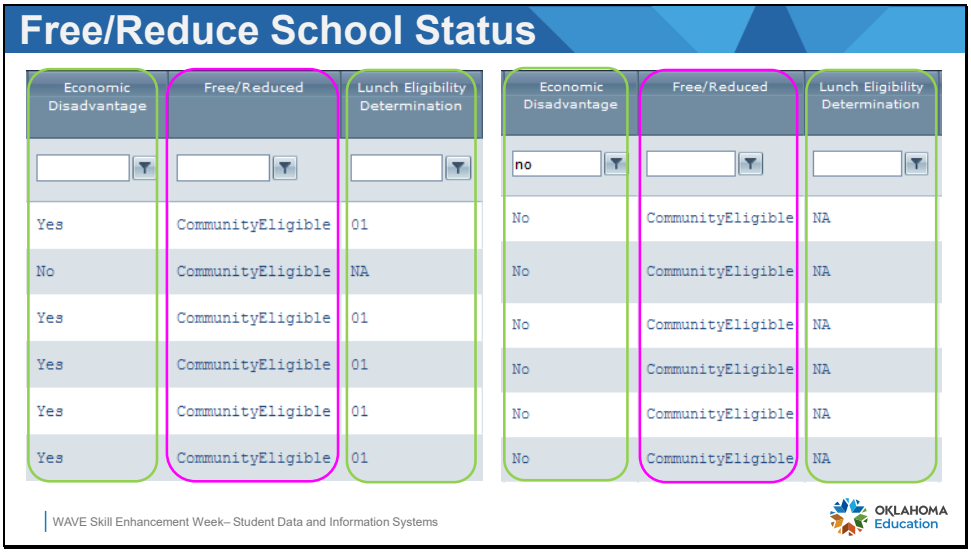
Grid validation for **family or student level** meal status:

- Use the filter tools to isolate student counts per grade level and "free" lunch status. Compare the October 1 Consolidated Report student counts to the counts from the district's POS application.
- Use the filter tools to isolate student counts per grade level and "reduced" lunch status. Compare the October 1 Consolidated Report student counts to the counts from the district's POS application.
- Ensure that all students in the Free/Reduced column also have "Yes" in the Economic Disadvantage column.

Grid validation for **family or student level** economic disadvantaged status:

- Use the filter tools to isolate student counts per grade level and economic disadvantaged status of 'Yes" and Free/Reduced status of "No".
- Ensure that a qualified family income survey was received for the current school year for the listed students. Compare the October 1 Consolidated Report student counts to the counts from the district's SIS.

Slide 29



Grid validation for **CEP/Provision 2 or 3** school meal status:

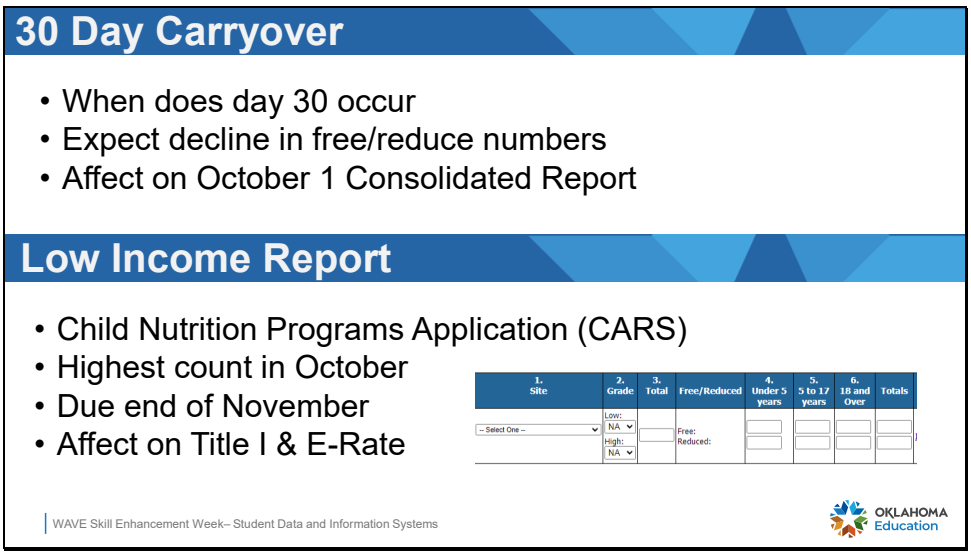
- Use the filter tools to isolate students where the Free/Reduce column is EQUAL TO “CommunityEligible” lunch status. Make sure every student has this value.
- Use the filter tools to isolate students where the Free/Reduce column is EQUAL TO “Provision2” lunch status. Make sure every student has this value.
- Use the filter tools to isolate students where the Free/Reduce column is EQUAL TO “Provision3” lunch status. Make sure every student has this value.
- Use the filter tools to isolate students where the Free/Reduce column is NOT EQUAL TO “CommunityEligible”, “Provision2” , or “Provision3” (filter one grouping at a time).

Grid validation for **CEP/Provision 2 or 3** school meal status:

- Use the filter tools to isolate students where the Lunch Eligibility Determination column is EQUAL TO “NA” and Economic Disadvantage is EQUAL TO “Yes”.
- Ensure that all students in the Economic Disadvantage column with a value of “Yes” have a qualifying Economically Disadvantaged form for the current school year.

For CEP/Provision Schools, all students have a free meal status, but not all students are Economically Disadvantaged. Students must qualify for Economically Disadvantaged by completing the form.

Slide 30

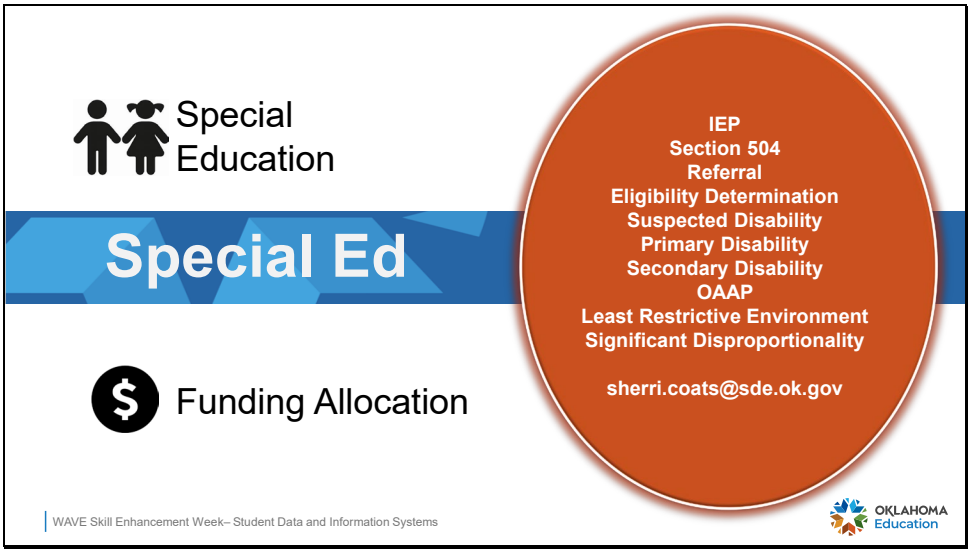


When the meal status is based on family or individual applications, benefits must be applied for and approved for each school year. To give families time to re-apply each year, the NSLP allow students to carry over the status from the previous year for 30 days at the start of school. Staff working on the October 1 Consolidated Report need to be mindful of how that affects this indicator for student counts. If the 30 day carry over ends prior to October 1 and the family has not yet applied for meal benefits, a number of students may not have the free or reduced status on October 1, therefore reducing the expected number of student for this program.

Title 1 and e-Rate funding are generated by the results of the Low-Income Report which reflects the highest number of free/reduced students on any given day in October.

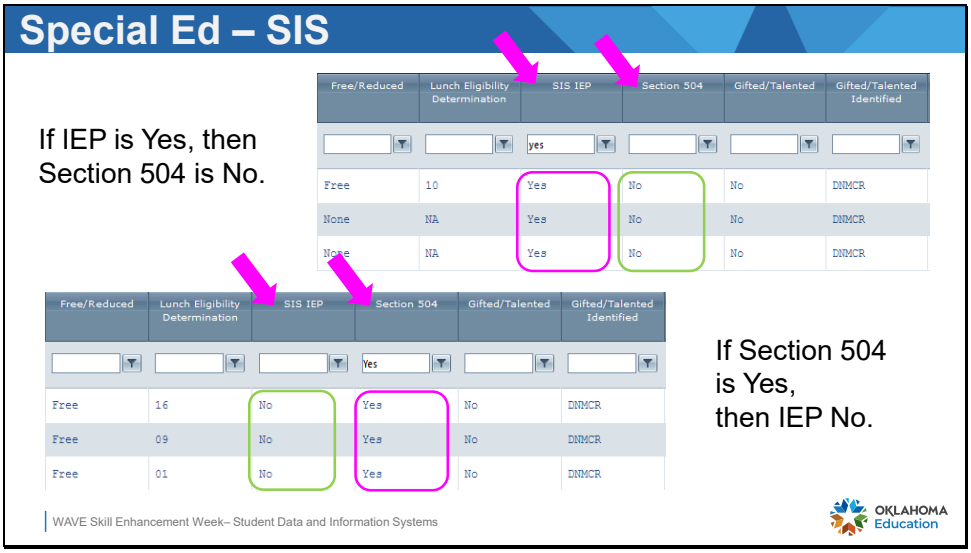
The numbers in the October 1 Consolidated Report is not expected to match the numbers in the Low-Income Report. These reports are based on different day in the Month of October.

Slide 31



The October 1 Consolidated report includes the Special Education Child Count report that is generated in EdPlan.

Slide 32



Special education student counts are displayed from two sources in the October 1 Consolidated Report. In the student grid there is an SIS IEP column and a Section 504 column. The counts displayed in these columns represent the students with these attributes in the SIS.

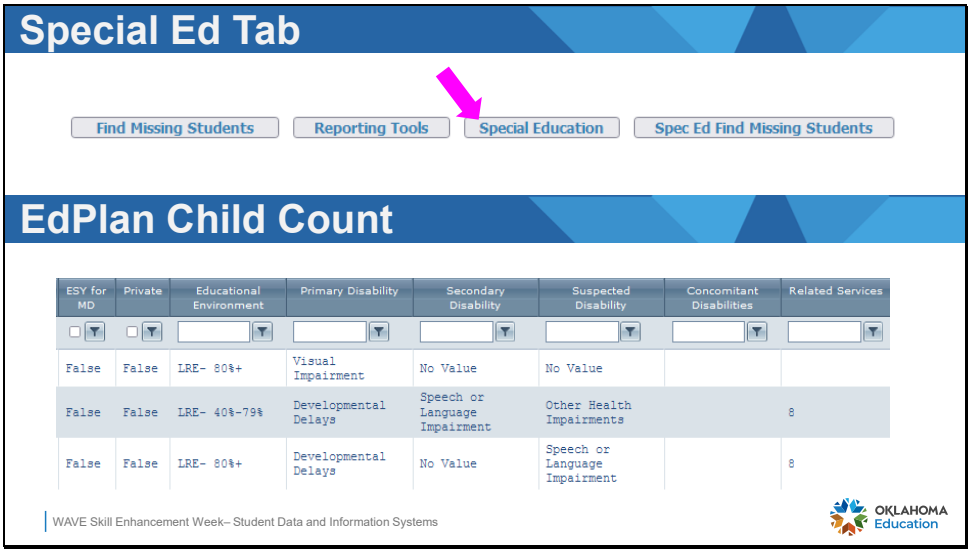
Use the filter tools to isolate students where the SIS IEP column is EQUAL TO “Yes” and filter for grade level.

- Compare the number of SIS IEP student per grade level to the Special Education Department student count per grade level.
- Compare the number of SIS IEP student per grade level to the SIS count of student per grade level.
- Make corrections to student IEP attributes as required.
- All students with SIS IEP attribute of “Yes” must have a Section 504 attribute of “No”.

Use the filter tools to isolate students where the Section 504 column is EQUAL TO “Yes” and filter for grade level.

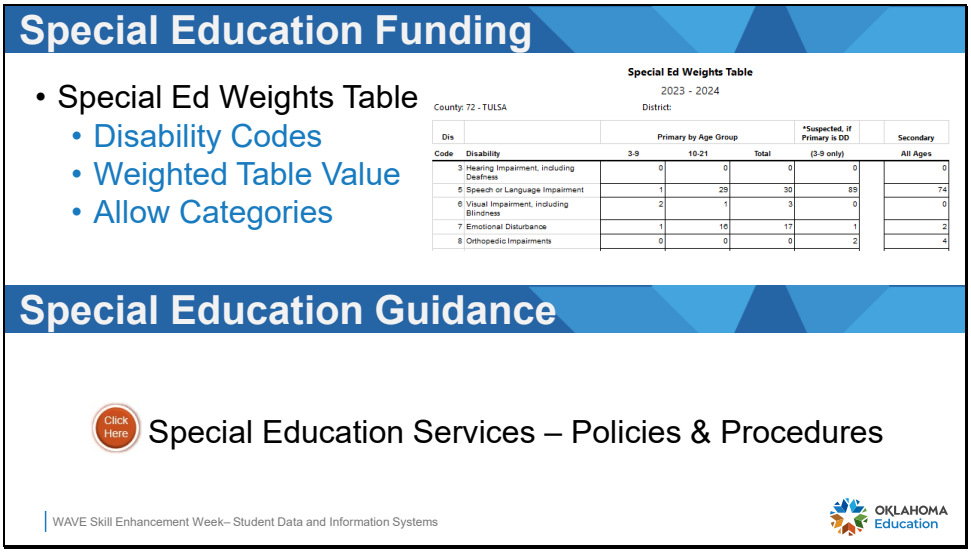
- Compare the number of Section 504 student per grade level to the Special Education Department student count per grade level.
- Compare the number of Section 504 student per grade level to the SIS count of student per grade level.
- Make corrections to student Section 504 attributes as required.
- All students with Section 504 attribute of “Yes” must have a SIS IEP attribute of “No”.

Slide 33



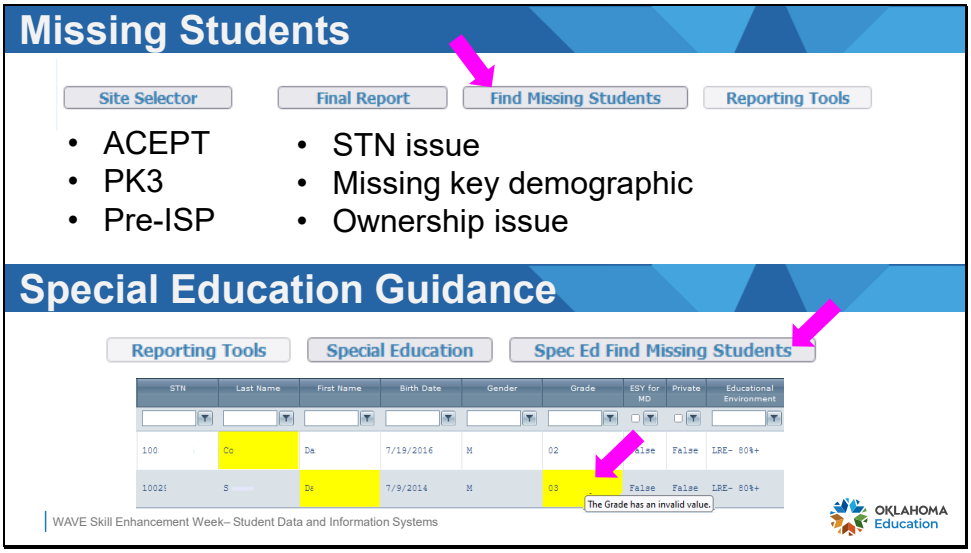
Confirm that all students in EdPlan are displayed when accessing the Special Education Tab.
Confirm the student counts in this report match the counts in the SIS IEP column.
If a special education appeal is pending, the totals will not match.

Slide 34



The Special Ed Weights Table report can be accessed from the Reporting Tools tab. This report is used for weighted ADM funding for special education students. The link for Special Education Services, Policies and Procedures is provided in the slide.

Slide 35



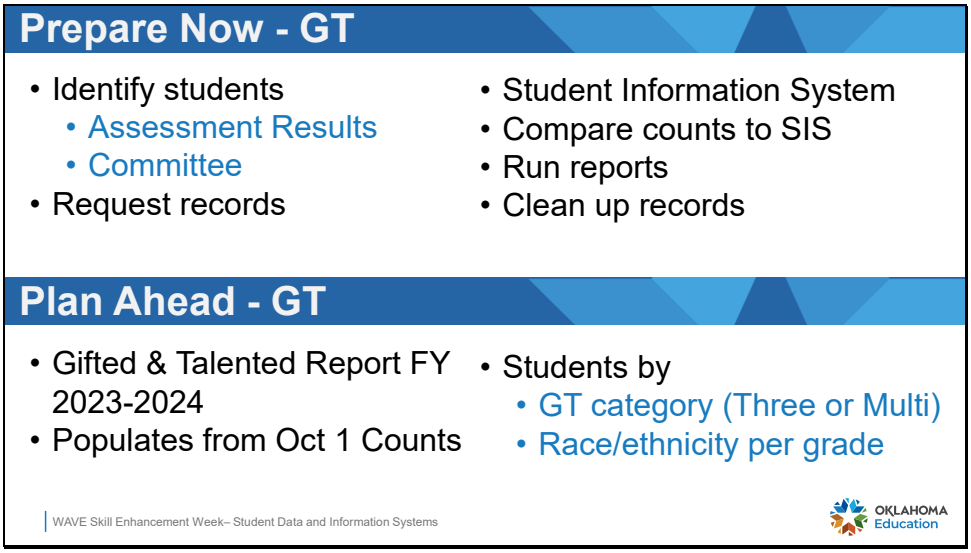
When students are not displayed in the report as expected, check the **Find Missing Students** tab or the **Spec Ed Find Missing Students** tab. Some Basis of Admission codes purposefully omit students from the report as expected. Students with ACEPT, PK3, and Pre-ISP should be in the missing students, and will remain there as long as they have one of these Basis of Admission codes.

In other cases, students with validation issues will be excluded from the report until the validation errors have been corrected. The yellow highlights identify the specific data issue with the missing student. Roll over the highlighted cell for a text tip of the data issue. Correct the data and the student will populate in the report student grid.

Slide 36

The orange bubble displays the 6 principals that should undergird identification procedures as identified by The National Report on Identification, Assessment and Recommendations for Comprehensive Identification of Gifted and Talented Youth. A link is provided in the slide for the GT Program Coordinator's Manual.

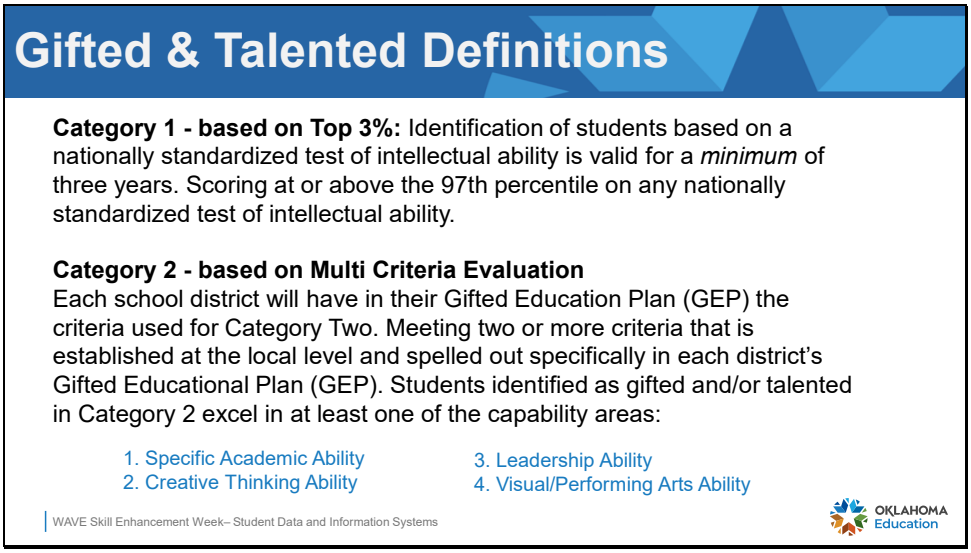
Slide 37



Preparation work for the October 1 Consolidated Report should be done during September. The GT administrator must complete testing on new students no later than September 30, thereby identifying the student as having a status of GT or on October 1. Students who are tested after October 1 and qualify GT will not be included on the October 1 Consolidated Report for the program as the student did not have that status on October 1, or the assigned reporting date.

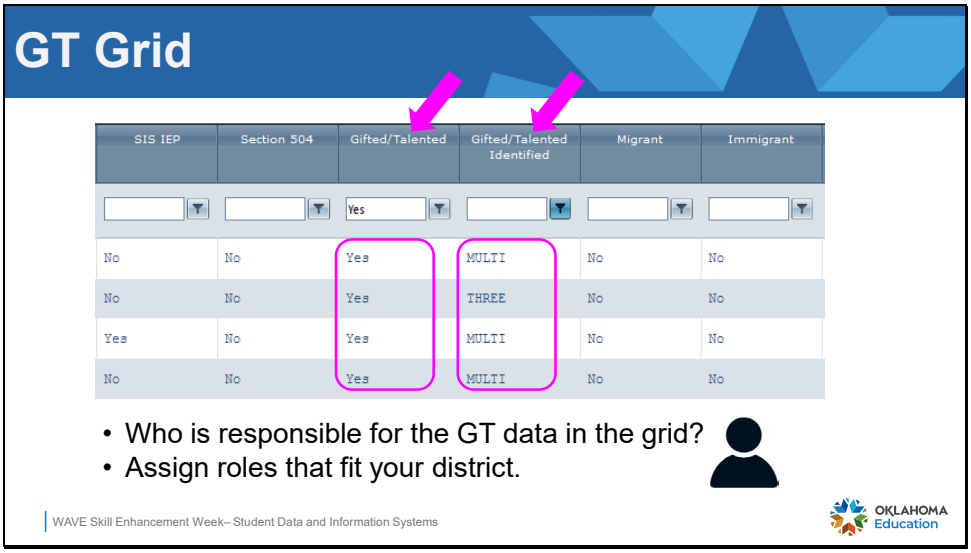
Records from new transferring students must have been reviewed and any GT status from the sending school must be indicated correctly in the student information system. This often requires planned communication and established processes between the GT Department and the registrar. Failure to maintain communication may results in the district under reporting GT student counts, thereby affecting funding allocations.

Slide 38



Definitions have been provided for reference information about Category 1 and Category 2 GT identification from the Coordinator's Manual.

Slide 39



In the October 1 Consolidated Report student grid there is a **Gifted/Talented** column and a **Gifted/Talented Identified** column. The attributes displayed in these columns represent students who have been identified as GT along with the identification category.

Use the filter tools to isolate students where the Gifted/Talented column is EQUAL TO “Yes” and filter for a grade level.

- Compare the number of GT students per grade level to the GT Department student count per grade level.
- Compare the number of GT students per grade level to the SIS count of students per grade level.
- Make corrections to student GT attributes as required.
- All students with a Gifted/Talented attribute of “Yes” must also have a Gifted/Talented Identified value of “Multi” or “Three”.

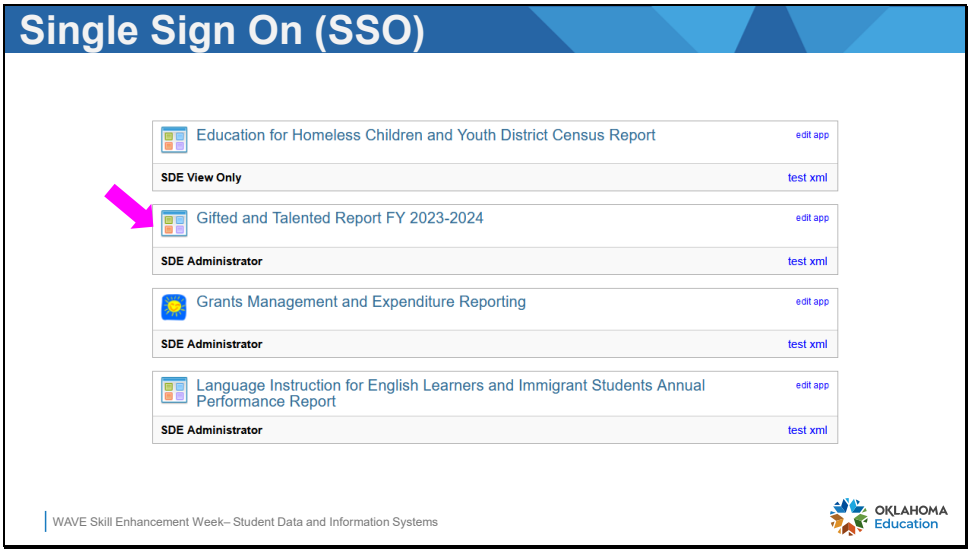
Additionally, use the filter tools to isolate students where the Gifted/Talented Identified column is EQUAL TO “DNMC” and the Gifted/Talented column is EQUAL TO “Yes” .

- GT students may not have DNMC as the identification value. Make corrections as needed.

Repeat the validation using the opposite conditions. Filter tools to isolate students where the Gifted/Talented column is EQUAL TO “No” and the Gifted/Talented Identified column is NOT EQUAL TO “DNMC”.

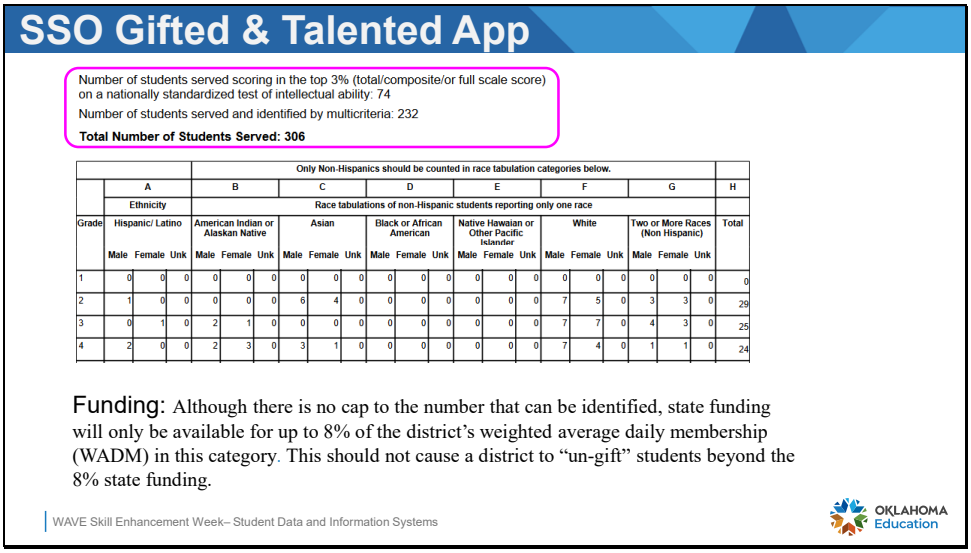
- Students who are not GT may only have DNMC as the identification value. Make corrections as needed.

Slide 40



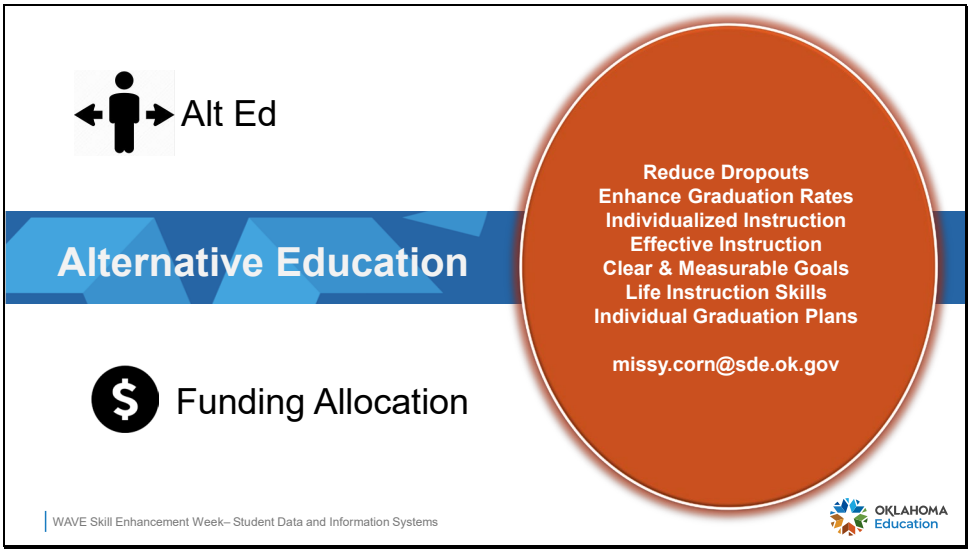
Log into SSO and locate the Gifted and Talented Report in the application list. The student grid for this report will populate **AFTER** the October 1 Consolidated Report is certified. The Gifted and Talented Report is Due Nov 30. It is recommended that the October 1 Consolidated Report is certified in mid-October to allow ample time to completed the GT report. No corrections to student data can be made after October 31. The student counts that are certified in the October 1 Consolidated Report by the superintendent will be used for funding allocations.

Slide 41



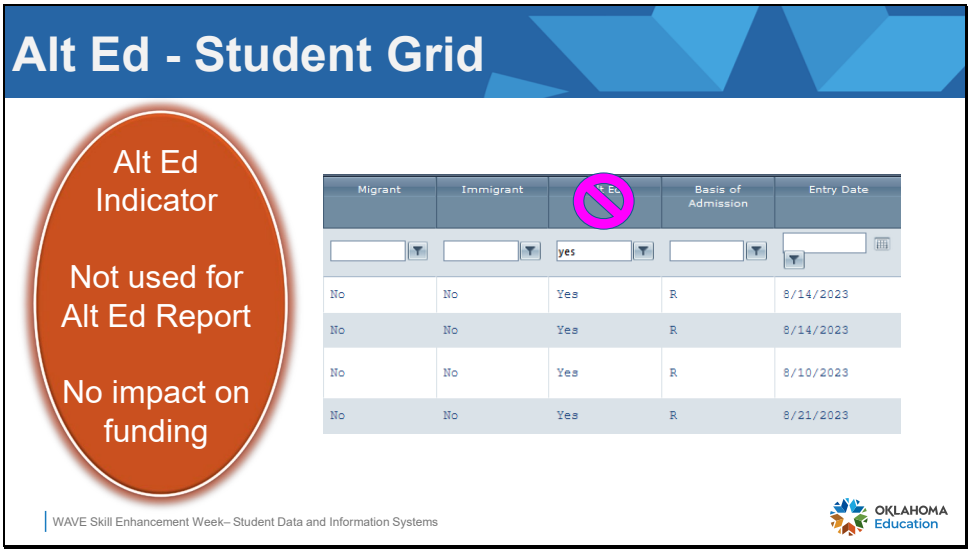
The data in the Gifted and Talented Report (SSO) displays the count of students per category type and a total count of GT students. The data is aggregated by counts of race/ethnicity, males and females per grade. The student counts in the report must match the October 1 Consolidated GT counts . Take note of how the categories affect funding as described in the slide.

Slide 42



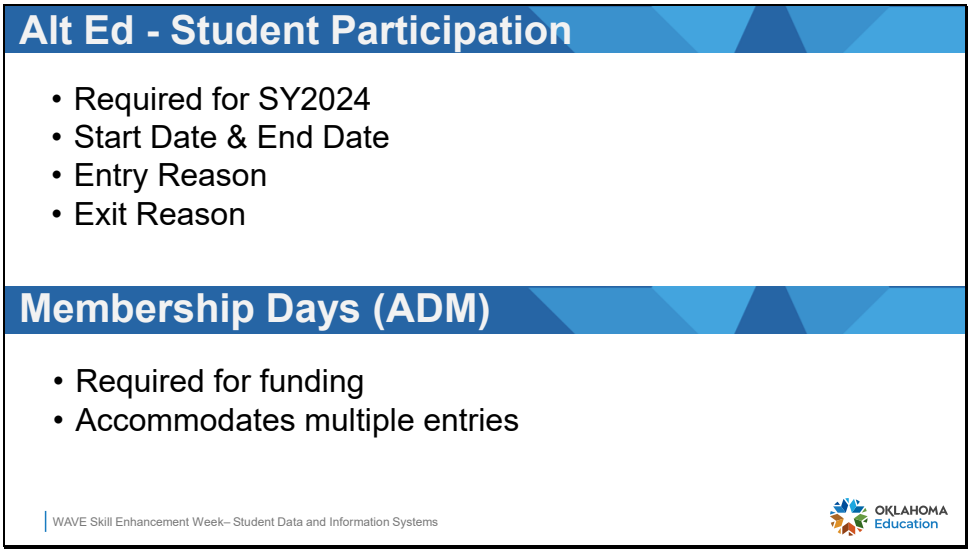
Students who are served in an alternative educational pathway in an approved program will qualify for funding.

Slide 43



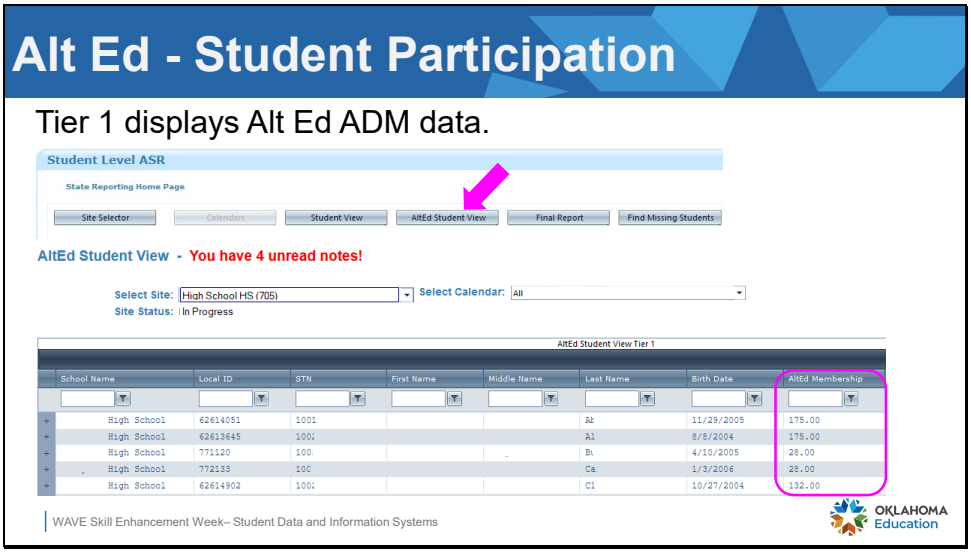
The Alternative Education student counts will no longer come from the data in the October 1 Consolidated Report. While the column is still present in the report, the data may or may not accurately reflect the number of Alt Ed students served in the district. The data displayed here is coming from a Student Personal Indicator, which many districts continue to use, but are not required to use. Continued used of this indicator is recommended as it will be helpful for districts to as a check and balance of their data. Even though the Alternative Education data for funding is no longer from this report, details about Alternative Education will be presented in the following slides to assist in preparation of this student count.

Slide 44



The reporting requirement for alternative education students has been changed by law. Students must now report the number of days in which they enroll, or participate, in the Alternative Education Program of a school. Students must now have a Student Participation record for alternatively served students with entry and exit dates reflecting a total number of participation days within a school year. Vendors may refer to this as a “program” in the SIS. Contact the school’s SIS vendor for specific guidance creating student participation records for each student.

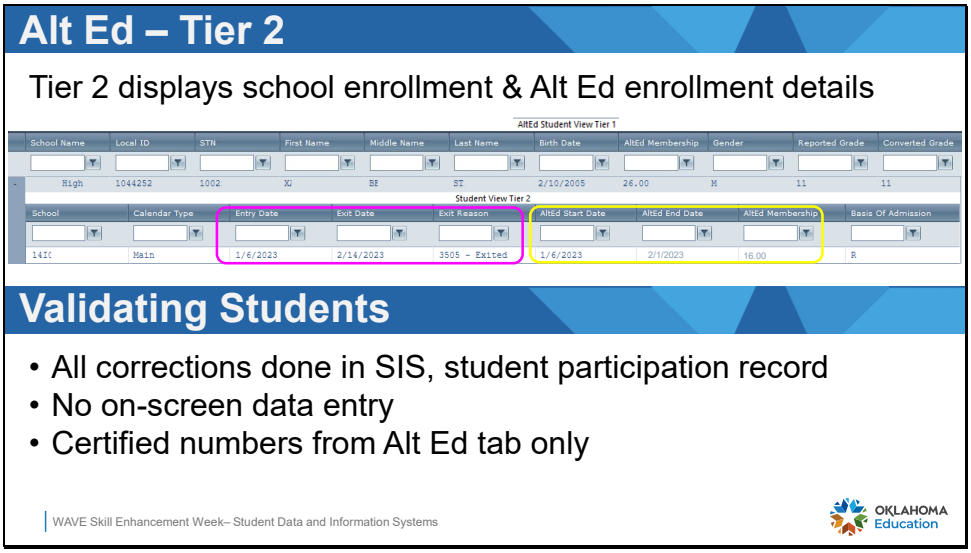
Slide 45



Alternative education students are displayed in the FQSR and ASR reports. The First Quarter Statistical Report (FQSR) is due 10 days after the end of the 1st 9 weeks of school. The Alt Ed information is for review purposes only in the FQSR but will be certified for funding in the ASR due 10 days after the last day of school.

Alt Ed students are located from the AltEd Student View tab. The AltEd Student View Tier 1 displays a summary of students with a Student Participation record and the total number of days the student has participated in the program to date.

Slide 46



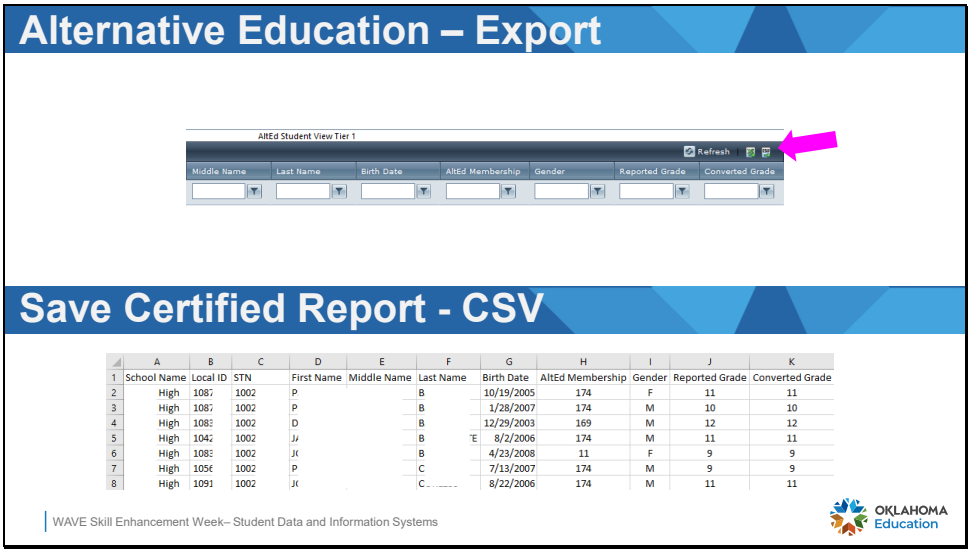
Expand the summary view of a student by clicking the "+" sign to the left of the student's row. This action will open the Student View Tier 2, which displays:

- the school enrollment entry and exit date,
- the Alt Ed program entry and exit date.

These entry and exit dates will be different if the student has moved in and out of the Alt Ed program while enrolled at the same school. If dates are not accurate, corrections must be made in the student's participation record in the SIS. There is no onscreen data entry.

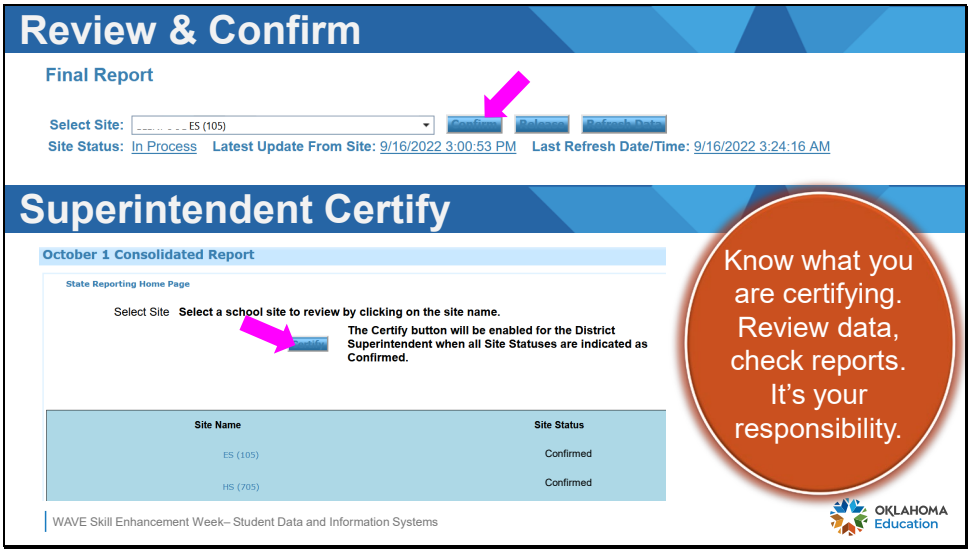
Only students reported in the AltEd Student View tab will be included in the ASR certified report. No corrections to Alt Ed student counts will be made after the ASR due date. Alt Ed data that is certified by the superintendent will be used for Alt Ed funding allocations.

Slide 47



An effective method for capturing report student counts for Alt Ed is exporting a CSV file from the Alt Ed Student View Tier 1.

Slide 48

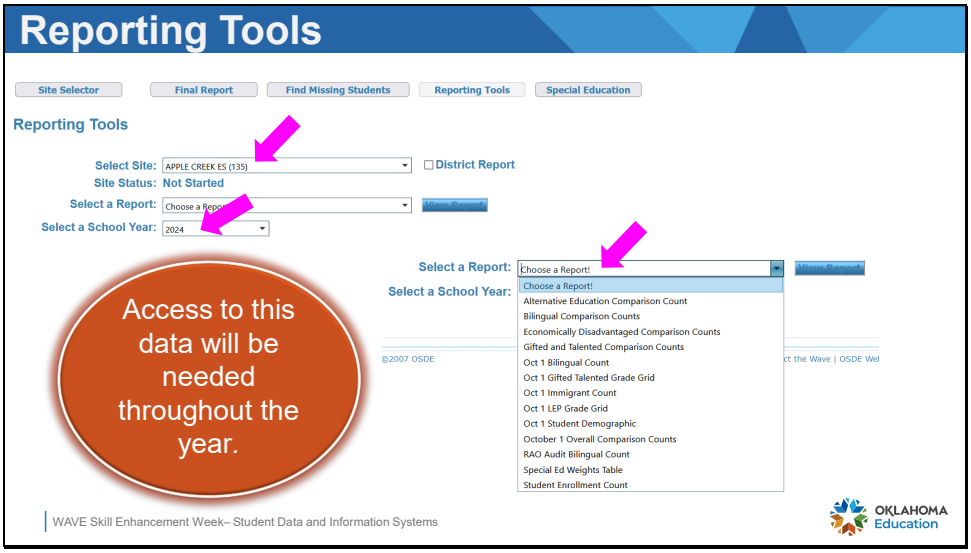


The designated staff person will confirm the school level report after all student counts for all demographics and attributes have been validated as correct by clicking the **Confirm** button for the school site as shown in the top portion of this slide. A school site that is in the confirmed state is locked, or frozen for that point in time. The report will no longer update with any changes from the SIS. If an update needs to be made, the designated staff person has the ability to release the confirmed status and allow data to once again flow from the SIS. The confirmed status may not be released by designated staff when the report certified.

The superintendent is responsible for certifying that the data in the report for each school in the district is complete and accurate. The **Certify** button is accessible only by the superintendent as shown in the lower portion of the slide. The action of certifying data in a report communicates to the state that the superintendent is knowledgeable of the data that is received by the state, is attesting that the data is complete and accurate, and the numbers reported are ready for any funding allocations.

Corrections that need to be made before the due date may be done by contacting OSDE to open a certified report. Corrections to reported numbers in the report cannot be made after the due date.

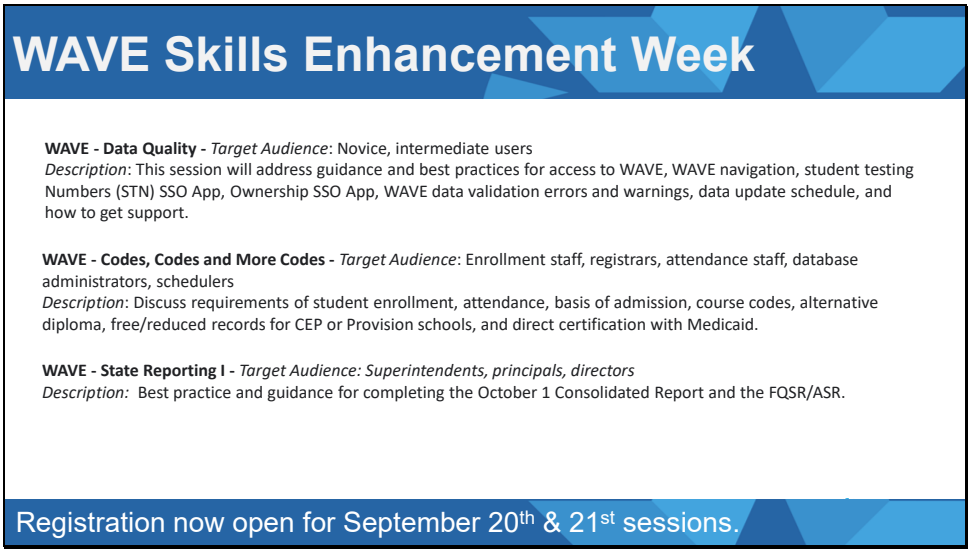
Slide 49



The Reporting Tools may be used at any time to assist with the validation of the report. It is strongly recommended that school level and district wide reports be saved locally. Reports that are specific to programs within the district should be sent to program directors to assist with additional reporting within SSO.

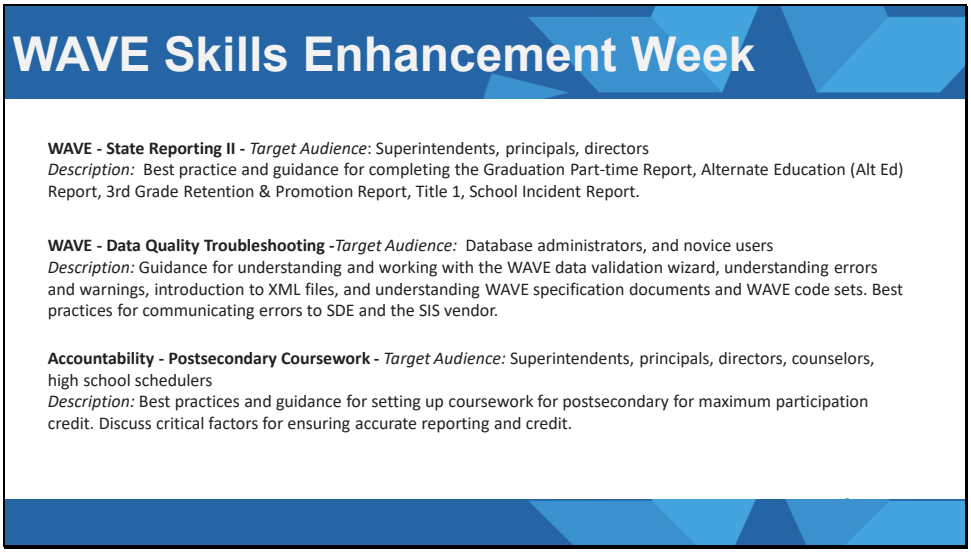
The certified student counts in these reports will be useful for various data requests a district may receive throughout the school year, including Accreditation and ROA audits.

Slide 50



OSDE offers 50-minute virtual training session in August and September to equip staff in their roles with student data and state reporting. Participation in the training sessions improve data quality, reporting accuracy, and accurate funding for the district.

Slide 51



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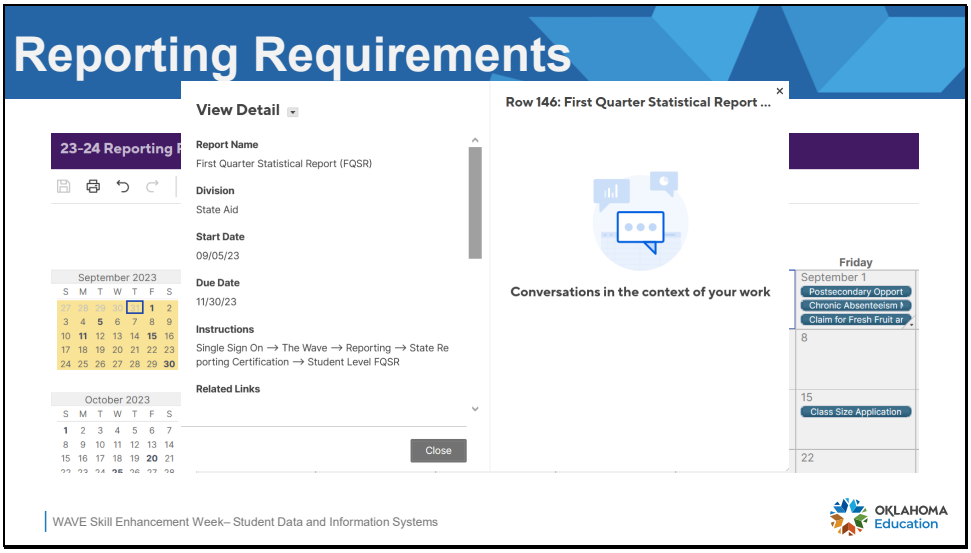
Slide 52

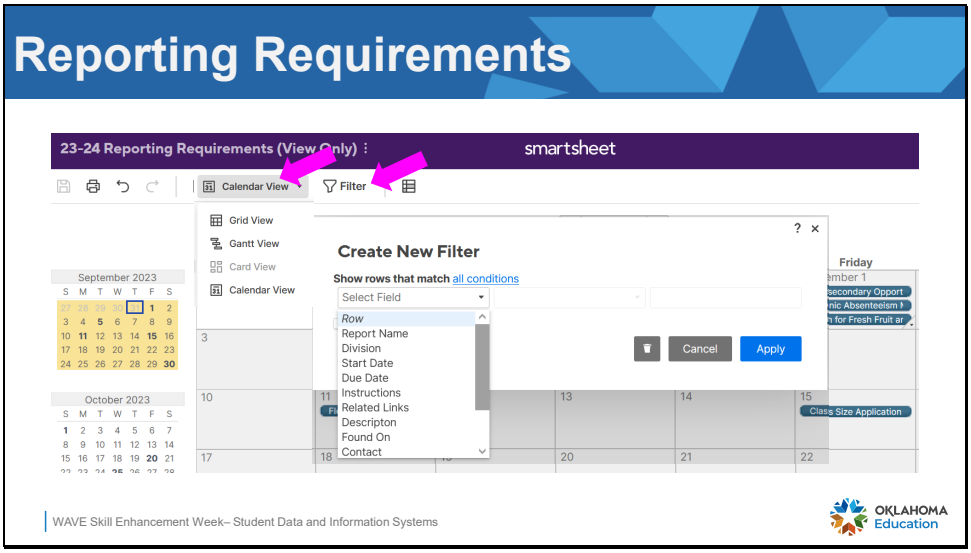


OSDE has a published calendar on the website for all state reporting requirements that occur during the school year. The data is in the form of a Smartsheet. The user may:

- Select the month to review,
- Click on a report title in the calendar to open for details,
- Change the calendar view,
- Filter the calendar based on parameters.

OSDE also has links on the website to access the reporting requirements in an excel spreadsheet or subscribe to a Google or Outlook calendar.

Slide 53



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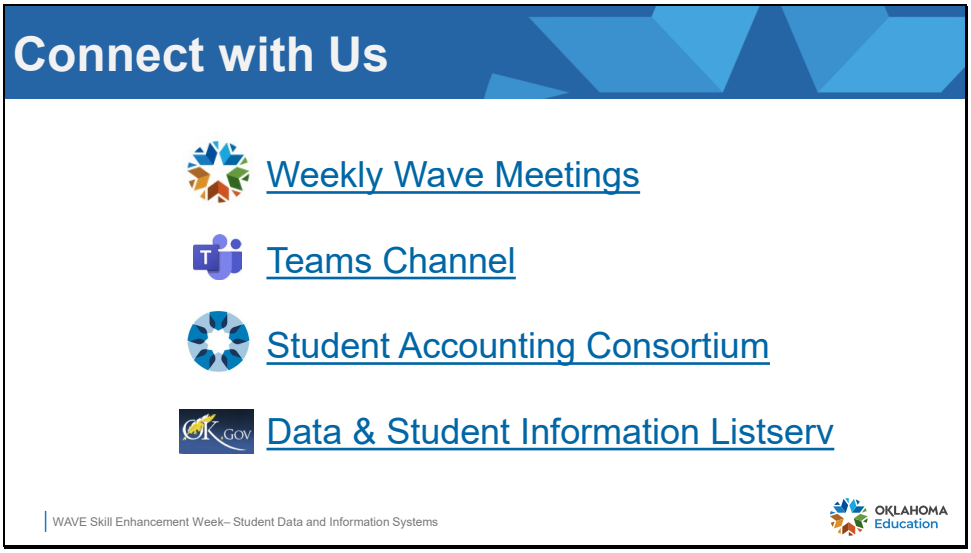
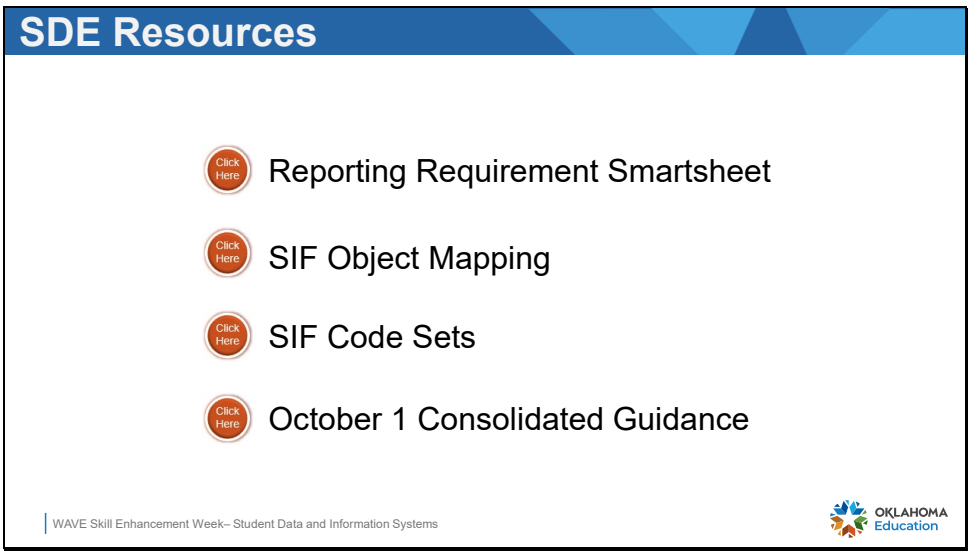
Slide 54



Communication is a key factor in keeping staff connected and “in the know.”

- Weekly Wave Meetings occur on Tuesdays at 10:00. Use the link in the slide to register for this weekly event.
- The Data & Information Department (DIS) encourages district users to connect to our Team channel to locate valuable resources and easy chat access to the DIS team.
- The Student Accounting Consortium meets on the 1st Monday of each month with topics expanding beyond WAVE. Use the link in the slide to request membership in this consortium.
- Subscribe to receive newsletters and email communication from various OSDE departments with the link provided in the slide. It is recommended that users subscribe to the following:
    - Data & Student Information
    - Accountability Reporting
    - Admin Newsletter

Slide 55



Use the links in the slide to quickly access the listed documents.