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
  - Reporting through end of year
**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

Notice: SSIP*

- Previous SSIP has ended; new one in development
- Stakeholder meetings held to determine new SIMR**
  - If approved: will focus activities in the next six-year SSIP on improving rates of disciplinary removals
- Summer meetings to determine improvement activities
  - Infrastructure (including data collection)
  - Evidence-based practices
  - Partners

*State Systemic Improvement Plan; **State-identified Measurable Result
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

- 45-day Timeline/"Child Find"
- Early Childhood Transition
- CEIS Participation
- Personnel
- Exiting
- Secondary Transition
- Early Childhood Outcomes
- Discipline
- Certification
- AR Reports Review

Data Quality Notes

- Update: contact information in LEA Agreement
- Update: site codes
- Activate and review your SoonerStart referral records
- Exit reason…missing?
  - Remove duplicate exits and re-entry events in Student History
- Event timelines
  - E.g., parent consent dated after eligibility will throw off timeline counts
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?

ALL DATA ENTERED BY JULY 1!

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
Indicator 11 Collection Changes FY 2020

- Report all consents whose evaluations are due after March 13 and whether delayed or not
  - If signed consent was received within the 45 school days before March 13 or after, *districts will not be liable for meeting those timelines in the fall determination*.
  - Monitoring will still occur to ensure that evaluations are completed (by a deadline to be determined).

**Why was the evaluation delayed?**

- **Family Reasons**
- **Other Reasons**
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...can use reason “covid” if appropriate.
    ➤ Upload this “45Timeline-DistrictName” file to EdPlan in the “Data Test” external documents.

Ind. 12: Early Childhood Transition

➤ Purpose: to report the counts of eligibility outcomes for children transitioning from SoonerStart and the reasons for delay in completing evaluations and IEPs.
  ➤ Two broad categories of delay:
    ➤ Family refusal/declined services
    ➤ Other reasons
      ➤ District
      ➤ Calendar
      ➤ Late referrals
Indicator 12 Collection Changes FY 2020

- Report all referrals of SoonerStart children and whether delayed or not, for the whole school year
  - If the child's third birthday is after March 13, districts will not be liable for meeting those timelines in the fall determination.
  - Monitoring will still occur to ensure that evaluations and IEPs are completed for any children referred (by a deadline to be determined).

EOY Data Reporting Webinar

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

<table>
<thead>
<tr>
<th>Indicator 12: Early Childhood Transition</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with Disabilities Referred from Part C to Part B</td>
<td></td>
</tr>
<tr>
<td>Type of Transition:</td>
<td></td>
</tr>
<tr>
<td>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 birthday)</td>
<td>0</td>
</tr>
<tr>
<td>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 birthday)</td>
<td>0</td>
</tr>
<tr>
<td>3. Parent refused consent or declined services (# of children for whom parent refusal to provide consent caused delays in evaluation or initial services)</td>
<td>0</td>
</tr>
<tr>
<td>4. Number of children who were referred to Part C less than 50 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 birthday)</td>
<td>0</td>
</tr>
<tr>
<td>5. IEP not completed on 3rd birthday and not included in above groups</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

Reasons why IEP was not completed on or before 3rd birthday (select all that apply):
1. LEA's failure to follow appropriate procedures
2. Multidisciplinary Evaluation and Eligibility Group Summary (MEG) team decided additional data was necessary
3. Lack of appropriate resources
4. Breaks in school calendars and/or staff not on contract
5. Late referral from SoonerStart
Notes on EC Transition

- A late referral from SoonerStart is not excused (delayed reason #5)
- Not the same if the child was referred at the last moment to SoonerStart (initial reason #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...can use reason “covid” if appropriate.
- Upload this “EC_Trans-DistrictName” file to EdPlan in the “Data Test” external documents.

“Data Test” Doc Sharing Tool

SEARCH:
Last name = Test
First name = Data
- Search for the “student” and select.
- Open “Documents” section.
- Upload relevant documents.
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

### Other Personnel Serving Students on an IEP ages 3-21

<table>
<thead>
<tr>
<th>RELATED SERVICES PERSONNEL</th>
<th>(1) FTE - FULLY CERTIFIED</th>
<th>(2) FT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Audiologists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Speech-Language Pathologists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Interpreters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Psychologists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Occupational Therapists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Physical Therapists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. PE Teachers and Recreation and Therapeutic Recreation Specialists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Social Workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Medical/Nursing Service Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Counsellors and Rehabilitation Counselors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Orientation and Disability Specialists</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ParaProfessionals Serving Students on an IEP ages 3-21

<table>
<thead>
<tr>
<th>PARAProfessionals</th>
<th>(1) FTE - QUALIFIED</th>
<th>(2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIAL EDUCATION PARAProfessionals FOR AGES 3 - 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPECIAL EDUCATION PARAProfessionals FOR AGES 6 - 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
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.

Examples: FTEs

**Part-time, Weekly**

- Work week is 35 hours
- SLP works 20 hours/week
  
  \[
  \text{FTE} = \frac{20}{35} = 0.57
  \]
- Full-time **Counselor** serves 3 students, 1 hour/week each
  
  \[
  \text{FTE} = \frac{3}{35} = 0.0857 = 0.09
  \]

**Periodic Contracted**

- Work month is average 140 hours; year is 1080 hours
- **Psychometrist** works average of 11 hours/month
  
  \[
  \text{FTE} = \frac{11}{140} = 0.0786 = 0.08
  \]
- **Interpreter** works 5 hours/year
  
  \[
  \text{FTE} = \frac{5}{1080} = 0.005
  \]
Calculating School Year Hours

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

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.
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.

<table>
<thead>
<tr>
<th>Provision of Early Intervening Services (EIS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
Voluntary CEIS Districts

Districts that must give us student numbers:

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

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

Any other DSD page questions?
Student-level data

Review before retrieved

Student-level Data

- Pulled directly from entries made during the IEP Process
- Data entered for individual students
  - Early childhood outcomes
  - Exit reasons
  - Secondary transition
  - Discipline information
  - Consent to eligibility timeline: dates of finalized events
Indicator 7: Early Childhood Outcomes

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

OK EdPlan: Early Childhood Data Collection

COSF

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).

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 file
  - 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 Report

Purpose: To report the count of students (ages 14-21) 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.

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
  - IEP does not need refinalized prior to June 30 if current at exit
  - If not exited timely, will not count for drop-out report
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
- Goals 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 16 years old or 9th grade, and up
- 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

- We 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, districts will not be liable for meeting those timelines in the fall determination.
- Monitoring will still occur to ensure that IEPs are refinalized as soon as reasonable (by a deadline to be determined).

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.

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

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**Differences in Types of Discipline**

- **ISS:** Any removal from standard educational placement to another in-school location, for disciplinary reasons
- **OSS:** Removal from school building for disciplinary reasons
- **Drugs, weapons, SBI:**
  - **Unilateral removal:** Removal to an alternative setting by school personnel for drugs, weapons or SBI offences
  - **Hearing officer removal:** Removal to an alternative setting by hearing officer (usually for SBI offences only)
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).
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.)

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.
Any other student data questions?

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.
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.

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
Resources: OSDE-SES Data Pages

- Guidance
  - EOY data collection manual
  - Discipline walk-through/decision-tree
  - EC Environments & Outcomes

- Templates
  - Non-compliance: student lists for 45-day timeline delays and EC transition delays
  - Discipline uploads
  - Personnel FTE Calculator

- [https://sde.ok.gov/end-year-data-reporting](https://sde.ok.gov/end-year-data-reporting)

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


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 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

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**Discipline Report**

- Pulls students who have had at least one discipline event entered or uploaded to EdPlan
- Displays aggregated discipline event data for each student
- Breaks down discipline event information by type and days disciplined
- Used for indicator 4 calculation
Questions and Contacts: Data Team

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