

# Systemic Compliance Differentiated Monitoring System

Level 1 & 2 Support



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Differentiated Monitoring Results (DMR)

DMR I & II Expectations

Review Indicators & Activities

Review Edplan Monitoring Tool

Resources

Contact Information

# What is DMR



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# Differentiated Monitoring Result (DMR) System

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- The differentiated monitoring results system 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 subgrantees' risk to the state education agency (SEA)
  - A goal to move towards “result-based accountability”

# Differentiated Monitoring Results (DMR)

OSDE-SES identifies each district's DMR based on a **Risk score** and a **Determination Rating** (Accounts for IDEA compliance and student performance reporting requirements).

The DMR is reported as the level of support a district is assigned for the designated school/fiscal year.

# DMR Level I & II Support Expectations

Required Activities



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# What is DMR Level I & II Support

## Districts identified as Level I support

- Risk Tier 1 (Very Low Risk)
- Determination Level 1 (Meets Requirements)

## Districts identified as Level II support

- Risk Tier 2 (Low Risk)
- Determination Level 2 (Needs Assistance)

# Levels of Support

			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				x	x	x	x	x
2	L	NA	x	x	x	x	x				x	x	x	x	x
3	M	NI	x	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	x

## List of required activities

- A. Targeted Technical Assistance
- B. Self-Assessment Toolkits/Root Cause
- C. Improvement Plan
- D. Progress Monitoring
- E. District Professional Development
- F. Data Retreat
- G. Targeted Review
- H. Comprehensive Review
- I. Withheld Funds

- W. Letter of Assurance
- X. Data correction (prong 1)
- Y. Improvement plan
- Z. Data verification (prong 2)

**Integrated monitoring activities**

**Response to noncompliance activities**



# Levels of Support

		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				x	x	x	x	x
2	L	NA	x	x	x	x	x				x	x	x	x	x
3	M	NI	x	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	x

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1	VL	MR	x	x	x	x	x				x	x	x	x	
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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	

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**Integrated monitoring activities**

**Response to noncompliance activities**

# Levels of Support

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Level of Support	Corresponding...		Integrated Monitoring									Response Noncompliance			
	Risk	Determination	A	B	C	D	E	F	G	H	I	W	X	Y	Z
1	VL	MR	x	x	x	x	x				x	x	x	x	x
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3	M	NI	x	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	x



## List of required activities

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**Integrated monitoring activities**

**Response to noncompliance activities**

# Level I & II Support Required Activities

## • Level I Support

- Targeted Technical Assistance
- Self-Assessment Toolkits/Root Cause
- Improvement Plan
- Progress Monitoring
- District Professional Development

## Level II Support

- Targeted Technical Assistance
- Self-Assessment Toolkits/Root Cause
- Improvement Plan
- Progress Monitoring
- District Professional Development

# Data Review

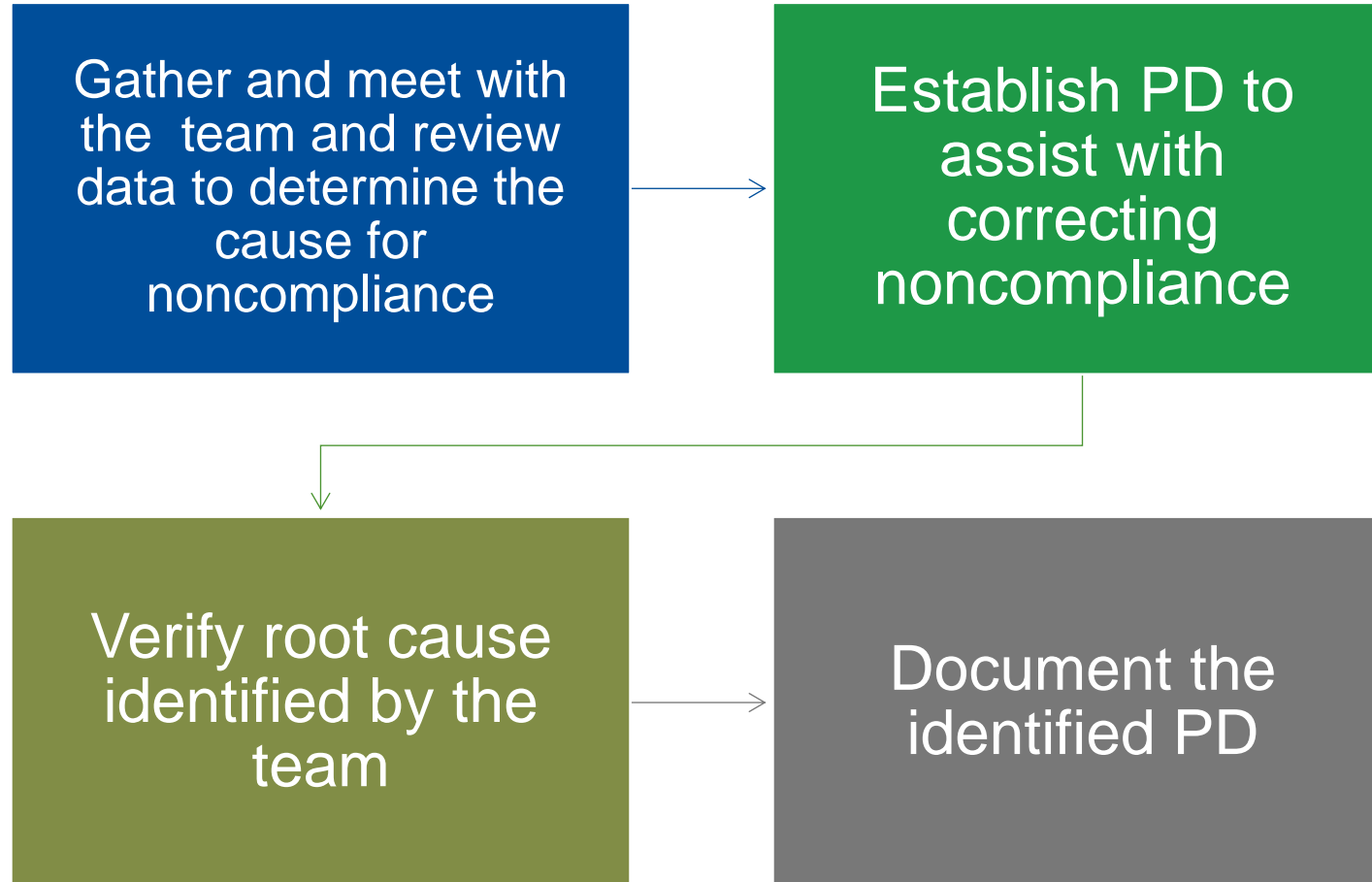
Purpose: to decrease reasons for low achievement in a particular area

## Content:

- A series of “inquiring questions” that are intended to drive the search into low achievement
- A series of “helpful hints” for data collections
- A conclusion statement that summarizes the district’s search
- An action statement defining improvement steps
- A plan for the PD requirement



# Completing Level I & II Requirements





# Toolkits

Complete

Complete the appropriate toolkit for all noncompliant indicators.

- Identify root cause & develop improvement plan
- Identify professional development needed

Provide

Provide professional development & implement the improvement plan

Monitor

Monitor improvement plan and report progress twice.

# Goal

## Weak Goal:

- We will monitor our dropout numbers.

## Strong Goal:

- The team will meet monthly to identify students at risk for dropping out of school. We will implement a one-on-one mentoring program and identify students that may need additional supports. When needed, we will connect with our community partners to provide the needed supports for individual students.
- At this meeting, we will assign staff to connect with students that have dropped out to provide support.
- For the students at risk, we will identify strategies that are working and if needed, new strategies or community supports for each student and will continue to connect, support, and monitor.



# Data



Weak

Obtain a report from the high school on the numbers of students that have dropped out of school each semester.



Strong

The team plans to review the number of students that have dropped out at our monthly meeting. We will compare the attendance and grades for these students.

The team will also identify students at risk for dropping out. To provide the appropriate supports to these students, we will review attendance data and grades.

# Progress Review Examples

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## Weak:

- Data shows progress.

## Strong:

- As of today, we have assisted four students as they return to school. We have a staff assigned to each student to check in weekly. We still have two students we are still working with to encourage them to complete their education.
- We have identified ten students at risk for dropping out of school and have assigned staff to meet regularly with them. In the past two months, we have noticed their attendance has increased by 10% and their grades have increased by 25%.

# Professional Development: Expectations

The proposed PD should:

- Align to the performance area and/or indicator needing improvement
- Support district in areas needing improvement

The proposed PD must be described in the indicator Toolkit in EdPlan.

The PD requires:

- Summarized agenda and sign-in sheets. This should also include the title and date of the PD.

# Exception Indicators



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# Exception

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If a district has been identified noncompliant and/or not met state target in the same area/indicator for **three** consecutive years, the district must also complete additional activities.

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Activities are developed on a tiered system depending on the number of consecutive years for an area with a growth measure built in.

# 3-Year Exception: Tiered Process

## Tier 1-3<sup>rd</sup> Year

Review past 2 years root cause findings

- Use 615 funds to address improvement plan implementation.

## Tier 2-4<sup>th</sup> Year

Review past 3 years root cause findings

- Use 615 funds to address improvement plan implementation.
- Develop/utilize parent advisory board.

## Tier 3- 5<sup>th</sup> Year Plus

Review past 4 years root cause findings

- Utilize 615 funds to address improvement plan.
- Develop/utilize Parent Advisory Board
- Invite parents of students with disabilities to school board meeting.

# Understanding the Indicators



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## EDPlan Reporting

 EDPlan Explore



Advanced Student Search

 EDPlan Everyday



Standard Reporting in the EDPlan Application

 EDPlan Insights



Advanced Reporting with the Business Objects Application



## EDPlan Reporting

🔍 EDPlan Explore



Advanced Student Search

📋 EDPlan Everyday



Standard Reporting in the EDPlan Application





📊 EDPlan Insights

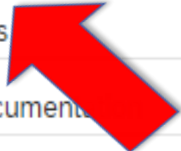


Advanced Reporting with the Business Objects Application





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<input type="checkbox"/>	 Training Documents		Folder			



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<input type="checkbox"/> Assessment Reports	<input type="checkbox"/> Child Count		Folder	
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	<input type="checkbox"/> Behavior Report - BIP/FBA/MP Data		Web Intelligence	
	<input type="checkbox"/> IEP & Elig Red Flags		Web Intelligence	
	<input type="checkbox"/> Parent Email Addresses		Web Intelligence	



# Assessment

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- Indicator 3A for reading and math (grades 4, 8, & 11): percent of students with disabilities participating in statewide assessments.
- Indicator 3B at what rate are these students proficient or advanced on math and reading academic standards
  - Always reported a year behind: 2023 results reported in Feb. 2024
  - DDPs/Determinations based on the previous February APR submission.



# Consider the Following

- Data to consider
  - State assessments for the past several years
  - District benchmark data
- Questions to consider
  - What is the assessment data showing?
  - How do you analyze data to determine program effectiveness for students with disabilities?
  - Is the IEP developed and implemented to promote growth?



# Early Childhood

- Indicator 7 (A1, B1, C1): percent of students aged 3-5 that show improvement on their EC Outcome ratings between entry to and exit from the EC program.
  - Data collected through the End-of-year data collection on June 30 for the previous full year.
  - DDPs/Determinations based on the future February APR submission.



# Consider the Following

- Information to consider
  - EdPlan Advanced Reporting – Early Childhood Outcomes report
  - Policy, procedures, and/or practices
- Questions to consider
  - What tools are staff using to ensure consistent evaluation?
  - Are parents and general education staff included in the entry and exit determination?
  - How do you analyze data to assess whether early childhood students are improving?

## Graduation

- Indicator 1: percent of students with disabilities (IEPs) (ages 14-21) who graduated with a High School Diploma (reported as graduated).
  - Source – exiting data for prior year pulled from EdPlan.
  - DDPs/Determinations based on the future February APR submission.



# Consider the Following

- Data to consider
  - Attendance data
  - Suspension data
  - State assessment data
- Questions to consider
  - How do you analyze attendance data to determine if there is a relationship between the attendance rates of students with and without disabilities who do not graduate on time and/or have dropped out of school?

# Drop-out

- Indicator 2: percent of students with disabilities (IEPs) (ages 14-21) dropping out of High School (reported as dropped-out).
  - Source – exiting data for prior year pulled from EdPlan.
  - DDPs/Determinations based on the future February APR submission.

# Consider the Following

- Data to consider
  - Data on student's reasons for dropping out (past two years)
  - Transcripts of past two years students dropped out
- Questions to consider
  - Do you have a program to identify students at risk of dropping out?
  - How do you analyze the transcripts of students who drop out? What have you learned?

# Fiscal Risk (Finance)



Level 2 Support  
for Risk:

Not meeting  
Excess Cost  
requirements  
Audit findings  
related to  
SPED



Working with finance staff is  
critically important to avoid  
Excess Cost and/or Audit  
findings

# Risk Score

District: **EXAMPLE DISTRICT**

RISK CATEGORY 1: **Very Low Risk**

FACTOR (FY)	District Result	District Score
<b>Current MOE Result (2022)</b>	Met	0
<b>Timely &amp; Finalized Assurances and LEA Agreement (FY 2022 and 2023)</b>	Yes	0
<b>Size of Award (23-24 Allocation)</b>	\$100K to \$500K	1
<b>Change in SPED Director (2023-24)</b>	Second Year	1
<b>Current Excess Cost Result (2022)</b>	Met	0
<b>Special Education Identification Rate (2022)</b>	11.97%	0
<b>Recent Audit Findings (2021-2022)</b>	No Findings	0
<b>Special District Design (2023)</b>	Charter	2
<b>Late Claim Submitted (2023)</b>	None	0
<b>Complaint Count (2022-23)</b>	None	0
<b>Years Since Prior On-site Monitoring</b>	More than Ten	5
<b>BONUS: Budget Training (Fall 2023)</b>	No	0
<b>BONUS: Timely Budget Application (Oct. 31, 2023)</b>	Late	0
<b>BONUS: 1<sup>st</sup> Year Director Project (2023)</b>	N/A	0
<b>TOTAL RISK SCORE*</b>		<b>9</b>

# Consider the Following

## Information to consider

- Policy, procedures, and/or internal practices relating to funding requirements:
  - Maintenance of effort (MOE)
  - Claim submission process

## Questions to consider

- How do you monitor the use of Federal IDEA funds and state funds for students with disabilities?
- Have you submitted a late claim? Why?

Risk Factors	
Maintance of Effort (MOE) Results	Districts must expend an equal amount of stateand/or federal funds year to year. Districts not meeting this Maintance of Effort are subject to a citation for failure and funds could be withheld from State Aid.
Timely & Finalized Assurances and LEA Agreements	Districts must complete the Oklahoma Assurances and LEA Agreement each June 30th. Risk to the SEA increases if districts do not submit one or the other timely or if one or the other does not recieve final approval by November 1st.
Size of Award	The higher the award amount, the higher the financial risk is to the SEA.
SPED Director (Current)	Districts are at a greater fiscal risk when the special education administrative position duties are being conducted by a new director.
Change in SPED Director	Districts who have appointed or assigned the special education duties to a new individual in the past two years will recieve a higher risk score.
Excess Cost Results	Excess Cost are costs over and above what the LEA spends on average for all students enrolled at the elementary or secondary level. Any district found not meeting excess cost could incur a penalty requiring districts to pay back a portion of the funds.
Special Education Identification Rate	Districts with a very high special education rates may need additional support, increasing the risk to the SEA. In FY2020, the state's identification rate was 16.3%. Districts with rates of 33% or higher recieve a higher score in the risk assessment.
Recent Audit Findings	Any Independant Audit findings related to special education.
Special Design	Districts that are in COOPs or Interlocal, and/or are charter or virtual school.
Late Claim Submitted in FY2021	Claims must be submitted by August 1st annually. Any claim submitted after the due date must go before the State Board for approval.
Complaint Count in FY2020	Higher numbers of complaints that result in findings against districts increase a district's risk to the SEA.
Years Since Prior On-Site Monitoring	Districts that have not recieved an on-site monitoring in more than six years are riskier to the SEA.



# Indicator 4


Indicator 4 A – Risk Ratio for all students with disabilities with long-term suspension/expulsion: rates of suspension and expulsion.

Indicator 4B – Findings of a significant discrepancy by racial identity and policy, procedures, or practices that contribute to the findings and do not comply with requirements.



# Determinations for Indicator 4, 9, & 10

<b>Indicator 4B:</b> <u>Significant</u> discrepancy, by race or ethnicity, in the rate of long-term suspensions/ expulsions for children with IEPs due to noncompliance	<b>NC</b>	<b>Yes</b>	<b>2</b>
<b>Indicator 9:</b> <u>Disproportionate</u> representation of racial and ethnic groups in special education and related services due to inappropriate identification	<b>1.64</b>	<b>Yes</b>	<b>2</b>
<b>Indicator 10:</b> Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification (Area of concern: SLI Native American)	<b>4.26</b>	<b>***</b>	<b>1</b>



# Consider the Following








## Data to consider










- District suspension data
  - Compare the rate of students with disabilities –vs- nondisabled students
  - Compare the race of the students with and without disabilities

## Questions to consider

- Does your district have established detailed written policy and procedures?
- What non-suspension options are available?
- Has your district implemented a plan for PBIS (Positive Behavioral Intervention System)?

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-  Child Count
-  End of Year
-  FFS
-  Monitoring

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<input type="checkbox"/>	 Exit Report SY23-24		Web Intelligence	
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# Indicator 9

Racial and Ethnic Representation:  
Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.


# Consider the Following

## Data to consider


- Check how the district gathers race and/or ethnic information.
- Check to make sure the teams are identifying students based on the data gathered.

## Questions to consider


- Does your district have established detailed written policy and procedures to guide teams in determining eligibility?
- Have you reviewed your data and practices to determine whether differences exist in identification based on race and/or ethnicity?

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>  Assessment Reports







>  Child Count

 End of Year

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<input type="checkbox"/>	 Child Count Report SY24		Web Intelligence		0
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<input type="checkbox"/>	 Daily Child Count		Web Intelligence		0





# Indicator 10

Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

# Consider the Following

## Data to consider

- Check how the district gathers race and/or ethnic information
- Check to make sure the teams are identifying students based on the data gathered.

## Questions to consider

- Does your district have established detailed written policy and procedures to guide IEP teams in eligibility determinations?
- Have you considered why one or more racial or ethnic groups is over-identified in your district in certain disability categories?

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> Assessment Reports

> Child Count

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> Monitoring

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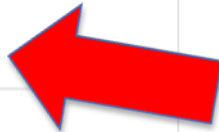
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<input type="checkbox"/>	 Child Count Report SY25		Web Intelligence		0
<input type="checkbox"/>	 Daily Child Count		Web Intelligence		0



# Sample

## Weak

- Will provide administrators training regarding IDEA and behavior intervention plans.

## Strong



- After meeting with site administrators, we have identified the need to develop tools to assist administrators in identifying students with disabilities. This includes behavior plans and ensuring equity when determining consequences. Once the tools are implemented, suspension data will be monitored to identify strengths and areas of continued improvement.

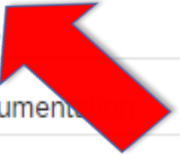
# Sample: Progress Review

- Weak
  - Professional development was provided on February 25, 2024.
- Strong
  - We have developed discipline tools and provided training to all district administrators. Since we have implemented the new tools, there has been a 10% decrease in suspensions in our highest ethnic group. We will continue with this plan.
  - We will be looking at benchmark data to determine if there has been an increase in the areas of reading and math.

Who	Required Activities	What is Required	When it is Required
Indicators 4, 9, & 10	Complete the appropriate required toolkit activities for all noncompliant indicators in EdPlan	<ul style="list-style-type: none"> <li>• Upload the Board Approved Policies if the indicator has (***)</li> <li>• Complete procedure and practice review questions.</li> <li>• Submit assurance statement signed by special education director &amp; superintendent</li> </ul>	<p>December 31<sup>st</sup></p> <p>December 31<sup>st</sup></p> <p>December 31<sup>st</sup></p>
Indicators 4, 9, & 10	Complete the appropriate required toolkit activities for all noncompliant indicators in EdPlan	<ul style="list-style-type: none"> <li>• Address root cause.</li> <li>• Develop improvement plan.</li> </ul> <p>Review improvement plan twice</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> progress review.</li> <li>• 2<sup>nd</sup> progress review.</li> </ul> <p>Submit Professional development documentation (summarized agenda &amp; sign-in sheets).</p>	<p>January 12<sup>th</sup></p> <p>January 12<sup>th</sup></p> <p>March 31<sup>st</sup></p> <p>May 31<sup>st</sup></p> <p>May 31<sup>st</sup></p>



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<input type="checkbox"/>	 Training Documents		Folder			





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	<input type="checkbox"/> Parent Email Addresses		Web Intelligence	



# Determinations for Indicator 11, 12, & 13



<b>Indicator 11:</b> Child Find; timely initial evaluation	100.00%	Yes	2
<b>Indicator 12:</b> Early Childhood Transition; IEP developed/implemented by third birthday	100.00%	Yes	2
<b>Indicator 13:</b> Secondary Transition; full documentation	NA	NA	NA

# Indicator 11

## Indicator 11 – Child Find

- percent of children with parental consent to evaluate, who were evaluated, and eligibility was determined within 45 school days.

# Consider the Following

## Data to consider

- EdPlan – Advanced Reporting – Eligibility Timeline Report

## Questions to consider

- Does your district have established detailed written policy and procedures for initial evaluations?
- Is staff receiving ongoing professional development for providing an initial evaluation and making eligibility determinations within the required 45-day timeline?
- Who or how are you monitoring to ensure the timeline is met?

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> ☰ Child Count

☰ End of Year

> ☰ FFS

> ☰ Monitoring

<input type="checkbox"/>	file	favorites	type	Last Run
<input type="checkbox"/>	 Discipline Incident Report SY24		Web Intelligence	
<input type="checkbox"/>	 Discipline Report SY24		Web Intelligence	
<input type="checkbox"/>	 District Sum Data 2022-11,12,EIS		Web Intelligence	
<input type="checkbox"/>	 District Sum Data 2022-Personnel		Web Intelligence	
<input type="checkbox"/>	 Early Childhood Outcomes Report SY24		Web Intelligence	
<input type="checkbox"/>	 Early Childhood Transition Report SY24		Web Intelligence	
<input type="checkbox"/>	 Eligibility Timeline Report SY24		Web Intelligence	
<input type="checkbox"/>	 Exit Report SY23-24		Web Intelligence	
<input type="checkbox"/>	 Secondary Transition Report SY24		Web Intelligence	



\_OK Reports

\_OK Reports Library










Assessment Reports

Child Count

End of Year

FFS

Monitoring

<input type="checkbox"/>	title	Favorites	type	Last Run
<input type="checkbox"/>	 Discipline Incident Report SY24		Web Intelligence	
<input type="checkbox"/>	 Discipline Report SY24		Web Intelligence	
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<input type="checkbox"/>	 District Sum Data 2022-Personnel		Web Intelligence	
<input type="checkbox"/>	 Early Childhood Outcomes Report SY24		Web Intelligence	
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<input type="checkbox"/>	 Eligibility Timeline Report SY24		Web Intelligence	
<input type="checkbox"/>	 Exit Report SY23-24		Web Intelligence	
<input type="checkbox"/>	 Secondary Transition Report SY24		Web Intelligence	



# Sample:

## Weak

- Will provide staff training regarding Child Find.

## Strong

- After a review of the reasons for not meeting child find, we have identified the need to develop guidelines for staff to follow. This will ensure all staff follow the same expectations from parent consent to eligibility. Once the guidelines are implemented, data will be monitored to identify strengths and areas of continued improvements.

# Indicator 12

## Indicator 12 – Early Childhood Transition

- Percent of children transitioning from the Part C program found eligible who had an IEP by their third birthday.



# Consider the Following

## Information to consider

- EdPlan – Advanced Reporting
  - Early Childhood Transition Report
  - Initial Eligibility Timeline

## Questions to consider

- How does your district respond to LEA notifications?
- Do you communicate regularly with your local SoonerStart staff?
- Does your staff attend Transition Planning Conferences (TPC)?

☰ \_OK Reports

✓ ☰ \_OK Reports Library









> ☰ Assessment Reports

> ☰ Child Count

☰ End of Year










> ☰ FFS

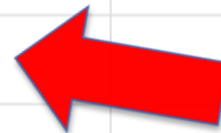
> ☰ Monitoring

<input type="checkbox"/>	file	favorites	type	Last Run
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<input type="checkbox"/>	 Discipline Report SY24		Web Intelligence	
<input type="checkbox"/>	 District Sum Data 2022-11,12,EIS		Web Intelligence	
<input type="checkbox"/>	 District Sum Data 2022-Personnel		Web Intelligence	
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<input type="checkbox"/>	 Early Childhood Transition Report SY24		Web Intelligence	
<input type="checkbox"/>	 Eligibility Timeline Report SY24		Web Intelligence	
<input type="checkbox"/>	 Exit Report SY23-24		Web Intelligence	
<input type="checkbox"/>	 Secondary Transition Report SY24		Web Intelligence	



- ☰ \_OK Reports
- ✓ ☰ \_OK Reports Library
- > ☰ Assessment Reports
- > ☰ Child Count
- ☰ End of Year
- > ☰ FFS
- > ☰ Monitoring

<input type="checkbox"/>	file	favorites	type	Last Run
<input type="checkbox"/>	 Discipline Incident Report SY24		Web Intelligence	
<input type="checkbox"/>	 Discipline Report SY24		Web Intelligence	
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<input type="checkbox"/>	 Early Childhood Transition Report SY24		Web Intelligence	
<input type="checkbox"/>	 Eligibility Timeline Report SY24		Web Intelligence	
<input type="checkbox"/>	 Exit Report SY23-24		Web Intelligence	
<input type="checkbox"/>	 Secondary Transition Report SY24		Web Intelligence	





# Indicator 13

## Indicator 13 – Secondary Transition

- Percent of youth with IEPs who meet secondary transition requirements.

# Consider the Following



## Data to consider

EdPlan – Advanced Reporting – Current IEP/Eligibility Compliance & Secondary Transition Annual Goals



## Questions to consider

Are the secondary transition annual goals updated annually?

Are IEPs completed with secondary transition information by the anniversary date? Are staff finalizing documents quickly after the meeting?

Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessments?

- >  \_OK Reports
- >  \_OK Reports Library
- >  Assessment Reports
- >  Child Count
- End of Year
- >  FFS
- >  Monitoring



<input type="checkbox"/>	Title	Favorites	Type	Last Run	Instances
<input type="checkbox"/>	Discipline Incident Report SY24		Web Intelligence		0
<input type="checkbox"/>	Discipline Report SY24		Web Intelligence		0
<input type="checkbox"/>	District Sum Data 2022-11,12,EIS		Web Intelligence		0
<input type="checkbox"/>	District Sum Data 2022-Personnel		Web Intelligence		0
<input type="checkbox"/>	Early Childhood Outcomes Report SY24		Web Intelligence		0
<input type="checkbox"/>	Early Childhood Transition Report SY24		Web Intelligence		0
<input type="checkbox"/>	Eligibility Timeline Report SY24		Web Intelligence		0
<input type="checkbox"/>	Exit Report SY23-24		Web Intelligence		0
<input type="checkbox"/>	Secondary Transition Report SY24		Web Intelligence		0

☰ \_OK Reports

☰ \_OK Reports Library










> ☰ Assessment Reports

> ☰ Child Count

☰ End of Year

> ☰ FFS

> ☰ Monitoring

<input type="checkbox"/>	Title	Favorites	Type	Last Run
<input type="checkbox"/>	 Discipline Incident Report SY24		Web Intelligence	
<input type="checkbox"/>	 Discipline Report SY24		Web Intelligence	
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<input type="checkbox"/>	 Eligibility Timeline Report SY24		Web Intelligence	
<input type="checkbox"/>	 Exit Report SY23-24		Web Intelligence	
<input type="checkbox"/>	 Secondary Transition Report SY24		Web Intelligence	



# Sample: Progress Review

Weak

- Professional development was provided on February 25, 2025.

Strong

- We have developed guidelines for child find and provided staff training on the new expectations. We also reviewed the expectations for initial eligibility timelines. As of today, it appears the plan is appropriate and staff are demonstrating compliance. We plan to continue to implement the current plan and monitor to ensure compliance.



# Sample: Progress Review



**Weak  
Progress**



**Strong**

**After developing the guidelines for child find and providing training, the data has indicated all initial eligibility timelines have been held within 45 days of parent consent.**

Who	Required Activities	What is Required	When it is Required
Indicators 11, 12, & 13	Complete the appropriate required toolkit activities for all noncompliant indicators in EdPlan	<ul style="list-style-type: none"> <li>• Address the guiding questions.</li> <li>• Determine root cause</li> <li>• Develop improvement plan</li> <li>• Submit assurance statement signed by special education director &amp; superintendent</li> </ul>	<p>January 12<sup>th</sup></p> <p>January 12<sup>th</sup></p> <p>January 12<sup>th</sup></p> <p>January 12<sup>th</sup></p>
Indicators 11, 12, & 13	Complete the appropriate required toolkit activities for all noncompliant indicators in EdPlan	<p>Review improvement plan twice</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> progress review.</li> <li>• 2<sup>nd</sup> progress review.</li> </ul> <p>Submit Professional development documentation (summarized agenda &amp; sign-in sheets).</p>	<p>March 31<sup>st</sup></p> <p>May 31<sup>st</sup></p> <p>May 31<sup>st</sup></p>

# Website Information



**OKLAHOMA**  
Education





The OSDE provides monitoring oversight of local education agencies and interlocal cooperatives serving students with disabilities in Oklahoma to ensure adherence to the Federal and State regulations under the IDEA and its amendments. The Individuals with Disabilities Education Act (IDEA), Part B is the federal law that supports special education and related service programming for children and youth with disabilities ages 3-21. The major purposes of the IDEA are:

- to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living;
- to ensure that the rights of children and youth with disabilities and their parents are protected; and
- to assess and ensure the effectiveness of efforts to educate children with disabilities.

Special Education
Main Page
School Age - Part B
Sooner Start - Part C
Family Resources
Recent Updates
OTISS
Section 504



Oklahoma's The Oklahoma State Department of Education, Special Education Services (OSDE-SES) is committed to providing guidance and support in order to promote excellence in education from infancy to adulthood for children with disabilities as outlined in the Individuals with Disabilities Education Improvement Act (IDEA).

## School Age - Part B

**Assessment**

**Accessible  
Educational  
Materials**

**Assistive  
Technology  
(AT)**

**Compliance**





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- to assess and ensure the effectiveness of efforts to educate children with disabilities.

Special Education
<a href="#">Main Page</a>
<a href="#">School Age - Part B</a>
<a href="#">Sooner Start - Part C</a>
<a href="#">Family Resources</a>
<a href="#">Recent Updates</a>
<a href="#">OTISS</a>
<a href="#">Section 504</a>



## DMR District Dates to Remember:

- [District Dates to Remember](#)

## Result Indicators

---



**Indicator 1 & 2  
Graduation &  
Drop Out  
Rates**

**Indicator 3  
Assessment**

**Indicator 7  
Early  
Childhood  
Outcomes**

# Compliance Indicators



**Indicator 4  
Suspension  
Expulsion**

**Indicator 9  
Disproportionate  
Representation**

**Indicator 10  
Specific  
Disability  
Category**

**Indicator 11  
Child Find**

**Indicator 12  
Early  
Childhood  
Transition**

**Indicator 13  
Secondary  
Transition**

**Fiscal**



# Compliance Indicators

---

**Indicator 4  
Suspension  
Expulsion**

**Indicator 9  
Disproportionate  
Representation**

**Indicator 10  
Specific  
Disability  
Category**

**Indicator 11  
Child Find**

**Indicator 12  
Early  
Childhood  
Transition**

**Indicator 13  
Secondary  
Transition**



**Fiscal**



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Special Education	
<a href="#">Main Page</a>	
<a href="#">School Age - Part B</a>	
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<a href="#">Family Resources</a>	
<a href="#">Recent Updates</a>	
<a href="#">OTISS</a>	
<a href="#">Section 504</a>	



## Differentiated Monitoring Result (DMR)

---



**DMR  
Level 1**

**DMR  
Level 2**

**DMR  
Level 3**

**DMR  
Level 4**

## Indicator 4



Each Local Educational Agency (LEA) must have a rate of suspension/expulsion of students with disabilities comparable to the suspension/expulsion of non-disabled peers. The minimum criteria of discrepancy for each State Educational Agency (SEA) is determined with stakeholder input. Indicator 4a is a broad overview, while Indicator 4b focuses on the discrepancy within specific sub-groups.

### Indicator 4

- **Indicator 4:** Significant Discrepancy in Suspension/Expulsion
- **Indicator 4A:** Risk ratio for all students with disabilities with long-term suspension/expulsion: rates of suspension and expulsion.
- **Indicator 4B:** Findings of (a) a significant discrepancy by racial identity and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements.

### Indicator 4 Toolkit



**\*\*Toolkits must be completed in EdPlan\*\***

### Special Education

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[School Age - Part B](#) ▾

[Sooner Start - Part C](#)

[Family Resources](#) ▾

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[Section 504](#)

## Indicator 11

CHILD FIND

Each Local Educational Agency (LEA) is required to locate and identify any student with disabilities within the LEA's geographic boundaries ages 3 through 21. An LEA must have a clear plan for identifying and initiating the process toward evaluation for special education services, regardless of whether the child is to enroll in the district and receive services. The LEA must have a primary point of contact with a clear outline of the process that an LEA uses to review existing data, obtain parent consent (if necessary), evaluate, and determine student's eligibility for special education services. This includes students residing in an LEA's geographic boundaries including private school, home-schooled, move-in, and/or parent/teacher request.

Oklahoma has a State law that requires the initial eligibility process last no more than 45 school days. Administration ensures all staff are aware of the LEA's referral process, protocol to report process, document all due dates, and conduct meetings prior to the 45 school day timeline for compliance.

### Indicator 11

- Percent of children with parental consent to evaluate, who were evaluated, and eligibility was determined within 45 school days.

### Indicator 11 Toolkit



**\*\*Toolkits must be completed in EdPlan\*\***

Special Education	
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Sooner Start - Part C	
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## Indicators 1 & 2



The Oklahoma State Department of Education (OSDE) is dedicated to the education of all students. The OSDE collects graduation rates (Indicator 1) and drop out rates (Indicator 2).

### Indicator 1

- Percentage of youth with IEPs who graduated with a high school diploma (ages 14-21)

### Indicator 2

- Percentage of youth with IEPs dropping out of high school (ages 14-21)

### Indicator 1 & 2 Toolkit



**\*\*Toolkits must be completed in EdPlan\*\***

### Special Education

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[School Age - Part B](#) ▼

[Sooner Start - Part C](#)

[Family Resources](#) ▼

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[Section 504](#)



The risk score is a measure of a Local Education Agency (LEA) risk to the State Education Agency (SEA). Each LEA is assigned a risk category based on its risk score. The district Differentiated Monitoring Result (DMR) corresponds to the LEA's level of support. Below lists the eleven factors and their definitions when calculating the fiscal risk score of an LEA.

## Fiscal Risk

Reference the [General Supervision Manual](#) for detailed Fiscal Risk information.

- Ensure fiscal accountability at each phase in the distribution and use of the IDEA Part B funds.

## Fiscal Risk Toolkit



**\*\*Toolkits must be completed in EdPlan\*\***

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Sooner Start - Part C	
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Recent Updates	
OTISS	
Section 504	

# EdPlan Monitoring



**OKLAHOMA**  
Education





# EdPlan Monitoring

Streamlines the monitoring process

Provides structure for ongoing internal monitoring

Allows the SDE and districts to maintain compliance documentation in one central location.

Gives district opportunity to be directly involved in the monitoring process

# Toolkits

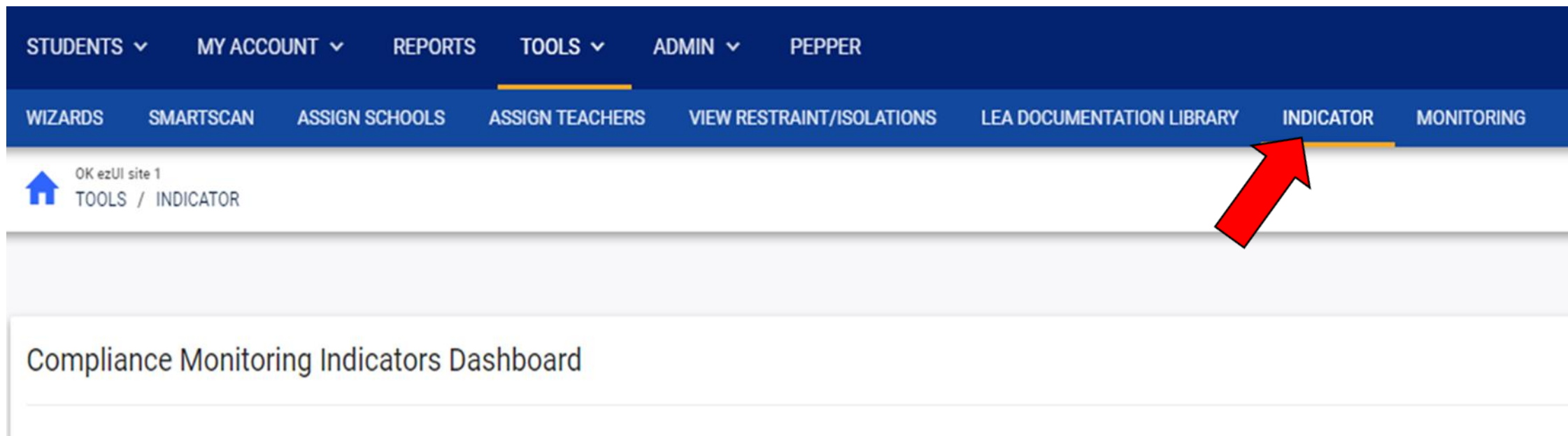


edplan STUDENTS ▾ MY ACCOUNT ▾ REPORTS TOOLS ▾ ADMIN ▾ PEPPER

WIZARDS SMARTSCAN SERVICE LOG EXCEPTIONS SMART LOGBOOK LEA DOCUMENT LIBRARY MONITORING INDICATORS MANAGE INTERVENTIONS

↑ REFERENCE SYSTEM  
HOME / DASHBOARD

# Indicator Toolkits

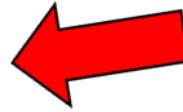


The screenshot shows a dark blue navigation bar with the following items: STUDENTS ▾, MY ACCOUNT ▾, REPORTS, TOOLS ▾ (highlighted with an orange underline), ADMIN ▾, and PEPPER. Below this is a secondary menu with: WIZARDS, SMARTSCAN, ASSIGN SCHOOLS, ASSIGN TEACHERS, VIEW RESTRAINT/ISOLATIONS, LEA DOCUMENTATION LIBRARY, INDICATOR (highlighted with an orange underline and a red arrow pointing to it), and MONITORING. Below the navigation bar, there is a breadcrumb trail: a home icon, 'OK ezUI site 1', and 'TOOLS / INDICATOR'. The main content area below the breadcrumb is titled 'Compliance Monitoring Indicators Dashboard'.

# Indicators in EdPlan

## Compliance Monitoring Indicators Dashboard

School Year  
2024-2025



### Differentiated Monitoring Results - Indicators

#### Results Indicators

Indicators 1 & 2 Graduation and Drop Out Rates	Indicator 3 Assessment	Indicator 7 Early Childhood Outcomes
Incomplete !	Incomplete !	Incomplete !

#### Compliance Indicators

Indicator 4 Suspension and Expulsion	Indicator 9 Disproportionate Representation	Indicator 10 Specific Disability Category	Indicator 11 Child Find	Indicator 12 Early Childhood Transition	Indicator 13 Secondary Transition
Incomplete !	Incomplete !	Incomplete !	Incomplete !	Incomplete !	Incomplete !

#### Fiscal

Fiscal Risk
Incomplete !

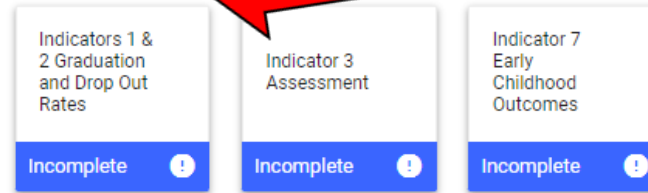
# Indicators in EdPlan

## Compliance Monitoring Indicators Dashboard

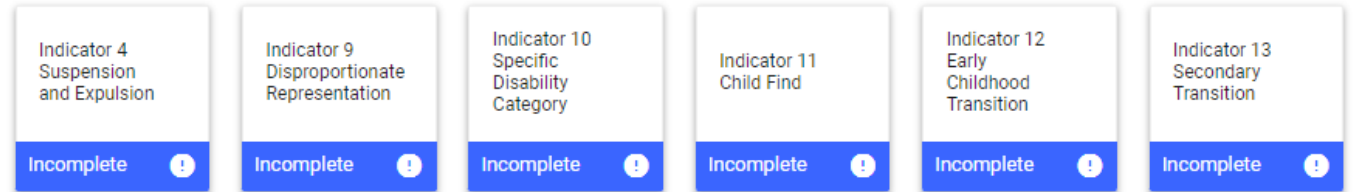
School Year  
2024-2025

### Differentiated Monitoring Results - Indicators

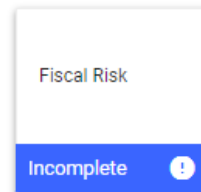
#### Results Indicators



#### Compliance Indicators



#### Fiscal



## Indicator Details

School Year  
2022-2023



Due Dates

Assurance  
Statement  
01/06/2023

Root Cause  
02/01/2023

Improvement  
Plan  
02/28/2023

Progress  
Review 1  
03/31/2023

Progress  
Review 2  
05/31/2023

PD  
06/30/2023

## Indicators 1 & 2 Graduation and Drop Out Rates



Purpose: Based on the district's Differentiated Monitoring Results (DMR) level of support, the target was not met for Indicators 1 and 2. Please refer to the district's Annual District Determination and District Data Profile for results. For complete information and instructions related to indicators 1 and 2, please refer to page 1 of the Indicator 1 & 2 Graduation & Drop Out Rate Toolkit. The toolkit is located in EDPlan under the Tools > LEA Document Library> Indicator Toolkit Tab.

## Required Activities for Indicators 1 & 2



Indicator 1 & 2 Graduation Rate & Drop Out Rate Toolkit Process: This toolkit is designed to guide the district in a review of its special education program. Refer to the Indicator 1 & 2 Graduation & Dropout Toolkit page 2 to review the complete process. The toolkit is located in EDPlan under the Tools > LEA Document Library> Indicator Toolkit Tab.

### Assurance Statement

Submit an assurance statement ensuring the district's improvement plan for Indicators 1 and/or 2 will be implemented and monitored. Please provide the assurance statement in the box below and have it signed by the Superintendent and Special Education Director.

assurance statement

## Indicator Details

School Year  
2022-2023



Due Dates

Assurance  
Statement  
01/06/2023

Root Cause  
02/01/2023

Improvement  
Plan  
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assurance statement

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School Year  
2022-2023



Due Dates

Assurance  
Statement  
01/06/2023

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assurance statement



## Indicator Details

School Year  
2022-2023



Due Dates

Assurance  
Statement  
01/06/2023

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02/01/2023

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assurance statement

## Indicator Details

School Year  
2022-2023



Due Dates

Assurance  
Statement  
01/06/2023

Root Cause  
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Improvement  
Plan  
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Review 1  
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PD  
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assurance statement



## Identify Root Cause

Summarize the responses to the guiding questions by identifying the factors that the team believes are most linked to the root cause. The graduation and dropout guiding questions are found on the Indicators 1 & 2 Graduation Rate & Drop Out Toolkit, page 3. Enter the root cause summary information in the box below.



Approved:2022-09-26 12:53:00

SUBMIT

SAVE

## Improvement Plan

Develop an improvement plan for indicators 1 and 2 which includes professional development. Enter the team's improvement plan in the box below. The improvement plan instructions are located on the Indicators 1 & 2 Graduation Rate and Dropout Rate Toolkit page 4.

|



Approved:2022-09-26 12:53:00

SUBMIT

SAVE

## Identify Root Cause

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Approved:2022-09-26 12:53:00

SUBMIT

SAVE

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|

Approved:2022-09-26 12:53:00

SUBMIT

SAVE

## Documents

[CREATE DRAFT DOCUMENT](#)[CREATE FINAL DOCUMENT](#)[UPLOAD EXTERNAL DOCUMENTATION](#)

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	2022-09-22 16:05:00	Jill Burroughs	<a href="#">SS Consent for Screening with signature</a>	
	2022-09-22 16:06:00	Jill Burroughs	<a href="#">IEP at a Glance</a>	
	2022-09-22 17:22:00	Jill Burroughs	<a href="#">504 Procedural Safeguards</a>	
	2022-09-26 10:51:00	Lillian Perkins	<a href="#">Test Document</a>	
	2022-09-26 13:10:00	Admin Test	<a href="#">Sample COSF Document</a>	
	2022-09-28 13:02:00	Jill Burroughs	<a href="#">Indicators 1 &amp; 2 2022</a>	Final
	2022-10-05 14:31:00	Dana Huskins	<a href="#">Indicators 1 &amp; 2 2022</a>	Final
	2022-10-05 14:33:00	Dana Huskins	<a href="#">Indicators 1 &amp; 2 2022</a>	Draft
	2022-10-05 14:40:00	Felica Denton	<a href="#">Indicators 1 &amp; 2 2022</a>	Final

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# District Documentation Page

## District Documentation

School Year  
View All



Uncategorized

Compliance

Caseload/Class Size

End of Year

PD Bonus

District Determinations

Indicator Toolkits

Data

Significant Disproportionate

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3	▼ EDPlan Eligibility User Guide July 2021 Final	Jill Burroughs	2021-12-16 18:29:00	
4	▼ Test	Travis Thompson	2021-12-20 10:46:00	

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# District Documentation Page

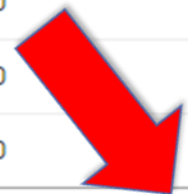
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# District Documentation Page

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# Recap



**OKLAHOMA**  
Education



# DMR Level I & II Expectations

Complete the appropriate Toolkit – Activities Due December 31<sup>st</sup>

Complete the appropriate Toolkit – Activities Due January 12<sup>th</sup>

Provide the identified professional development (PD) – Due May 31<sup>st</sup>

Progress Review (at least two times) – March and May

Who	Required Activities	What is Required	When it is Required
Indicators 4, 9, & 10	Complete the appropriate required toolkit activities for all noncompliant indicators in EdPlan	<ul style="list-style-type: none"> <li>• Upload the Board Approved Policies if the indicator has (***)</li> <li>• Complete procedure and practice review questions.</li> <li>• Submit assurance statement signed by special education director &amp; superintendent</li> </ul>	<p>December 31<sup>st</sup></p> <p>December 31<sup>st</sup></p> <p>December 31<sup>st</sup></p>
Indicators 4, 9, & 10	Complete the appropriate required toolkit activities for all noncompliant indicators in EdPlan	<ul style="list-style-type: none"> <li>• Address root cause.</li> <li>• Develop improvement plan.</li> </ul> <p>Review improvement plan twice</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> progress review.</li> <li>• 2<sup>nd</sup> progress review.</li> </ul> <p>Submit Professional development documentation (summarized agenda &amp; sign-in sheets).</p>	<p>January 12<sup>th</sup></p> <p>January 12<sup>th</sup></p> <p>March 31<sup>st</sup></p> <p>May 31<sup>st</sup></p> <p>May 31<sup>st</sup></p>

Who	Required Activities	What is Required	When it is Required
Indicators 11, 12, & 13	Complete the appropriate required toolkit activities for all noncompliant indicators in EdPlan	<ul style="list-style-type: none"> <li>Address the guiding questions.</li> <li>Determine root cause</li> <li>Develop improvement plan</li> <li>Submit assurance statement signed by special education director &amp; superintendent</li> </ul>	January 12 <sup>th</sup>  January 12 <sup>th</sup>  January 12 <sup>th</sup>  January 12 <sup>th</sup>
Indicators 11, 12, & 13	Complete the appropriate required toolkit activities for all noncompliant indicators in EdPlan	Review improvement plan twice <ul style="list-style-type: none"> <li>1<sup>st</sup> progress review.</li> <li>2<sup>nd</sup> progress review.</li> </ul> Submit Professional development documentation (summarized agenda & sign-in sheets).	March 31 <sup>st</sup> May 31 <sup>st</sup>   May 31 <sup>st</sup>

# Resources



**OKLAHOMA**  
Education





# Dates to Remember

District Dates to Remember for FY24 DMR and Compliance Monitoring			
Date	Task	Required	Explanation
November 17	Annual Determination Reports	All Districts	Review Annual Data Packet emailed to district.
November 17	3-year Exception notification is sent to Superintendent and Special Education Director	The district will be notified if this exception applies.	Additional activities are required if the district is found to be noncompliant and/or not met state target in the same focus area/indicator across three consecutive years. These activities are developed on a tiered system based on the number of consecutive years with a growth measure built in. Refer to the General Supervision System for additional information.
November 17	Required Recorded Training for Indicators 4, 9, & 10	Districts with three asterisks for Indicators 4, 9, and/or 10	Review the District Determination report. If indicator 4, 9, and/or 10 have three asterisks (***) , you are required to review this training. Certificate of completion is required.
November 17	Required Recorded Training for Compliance Indicators 11, 12, & 13	Districts not 100% compliant for Indicator 11, 12, and/or 13	Review the District Determination report. If indicator 11, 12, and/or 13 are below 100%, you are required to review this training. Certificate of completion is required.
November 17	Required Recorded Training for DMR 2	Districts with a DMR level 2.	If the district's Determination score is a level 2, review the required training. Certificate of completion is required. For the Determination score, review the District Determination report.
November 17	Required Recorded Training for DMR 3 & 4	Districts with a DMR level 3 or 4.	If the district's Determination score is a level 3 or 4, review the required training. Certificate of completion is required. For the Determination score, review the District Determination report.
November 17	Required Recorded Training for 3-Year Exception	3-Year Exception Districts	If the 3-year exception applies, review the required training.
November 27-28	<b>Data Retreat #1</b> Attendance is required at one of the two-day retreats <b>(must attend both days).</b>	Districts with DMR level 3 or 4 are required to attend both days.	Participation at <b>one</b> of the two-day retreats is required for all DMR 3 and 4 Districts.
November 30 & December 1	<b>Data Retreat #2</b> Attendance is required at one of the two-day retreats <b>(must attend both days).</b>	Districts with DMR level 3 or 4 are required to attend both days.	Participation at <b>one</b> of the two-day retreats is required for all DMR 3 and 4 Districts.
November 7-8	<b>Data Retreat #3</b>	Districts with DMR	



OKLAHOMA STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION SERVICES  
**GENERAL SUPERVISION  
SYSTEM**

2024



# Resources

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## Presentations

- Data Special Education [Child Count Collection](#) and [End of Year Collection](#)
- [Indicators 4, 9, and 10](#)
- [Indicators 4, 9, and 10 Slide Deck](#)

## Professional Development

- [Special Education Services - Professional Development](#) - This is the Special Education Services Professional Development page, with links to Project 613, PD Requests, and other OSDE specific resources.

## EdPlan Monitoring System

- [EdPlan Uploading Instructions](#)
- [Accessing the Child Count Report in EdPlan](#)

## Additional Resources

- [Accessing the Discipline Report in EdPlan](#)
- [SpEd Discipline for Principals](#)

# Contact Information



**OKLAHOMA**  
Education



# Contact Information: Data Team

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- Tanis Thompson
- Specialist of Data
- [Tanis.Thompson@sde.ok.gov](mailto:Tanis.Thompson@sde.ok.gov)
- 405-521-4871

# Contact Information: Compliance Team

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