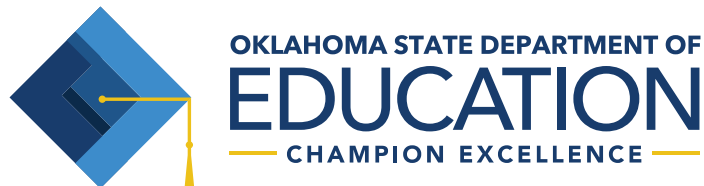


UNDERSTANDING AND UTILIZING ADVANCED REPORTS

An EdPlan AR Primer



2017-2018

OKLAHOMA STATE DEPARTMENT OF EDUCATION, SPECIAL EDUCATION SERVICES
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TABLE OF CONTENTS

Overview	3
List of Report Overviews	3
How to Access Advanced Reporting in EdPlan	4
How to Export Reports from AR	6
Excel Resources	9
Advanced Reporting Tools	9
Child Count Report	10
Discipline Report	13
Early Childhood Outcomes Report	15
Exit Report	18
IEP Meeting Compliance Report	21
IEP & Elig Red Flags Report	22
Secondary Transition Report	24
Services Report	25
Specific References for Reports	28

OVERVIEW

This guide contains a list of the reports available for viewing in the Advanced Reporting system (AR) in EdPlan. It presents how to access these reports, the specific information in each report, and how to move through the AR interface using the appropriate tools. Being able to effectively utilize AR and will make reporting and interpreting information about children and individual sites much easier than it has ever been in the past. All of the information in each AR report is pulled directly from your EdPlan, which enables users to quickly pinpoint any issues with compliance, outdated information, and other data points that may misrepresent a site's or district's overall compliance. Displayed below is the list of reports that are covered in this guide:

LIST OF REPORT OVERVIEWS

Child Count Report	10
Discipline Report	13
Early Childhood Outcomes Report	15
Exit Report	18
IEP Meeting Compliance Report	21
IEP & Elig Red Flags Report	22
Secondary Transition Report	24
Services Report	25
Specific References for Reports	28

Each report overview goes into detail about the functions each report are, with specific definitions of the column headers included. Each overview will also contain a list of the student parameters (i.e., which students are used to populate the report). The overviews will provide instructions to most effectively use the AR tools to navigate through reports to find relevant information.

HOW TO ACCESS ADVANCED REPORTING IN EDPLAN

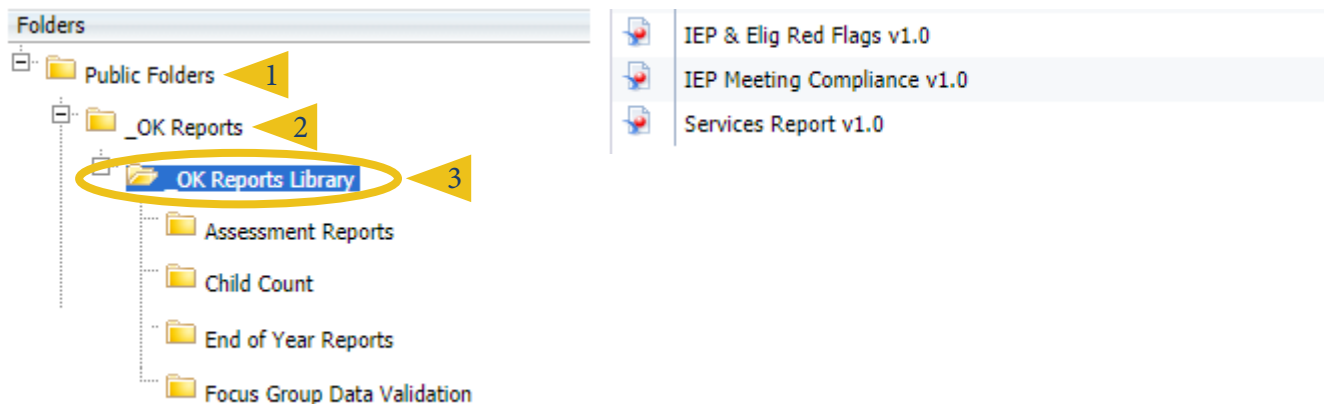
To access AR in EdPlan, follow the instructions below:

- First, log into your EdPlan account. After that, click the Reporting drop down button at the top of your screen, and select Advanced Reporting as it is pictured below.

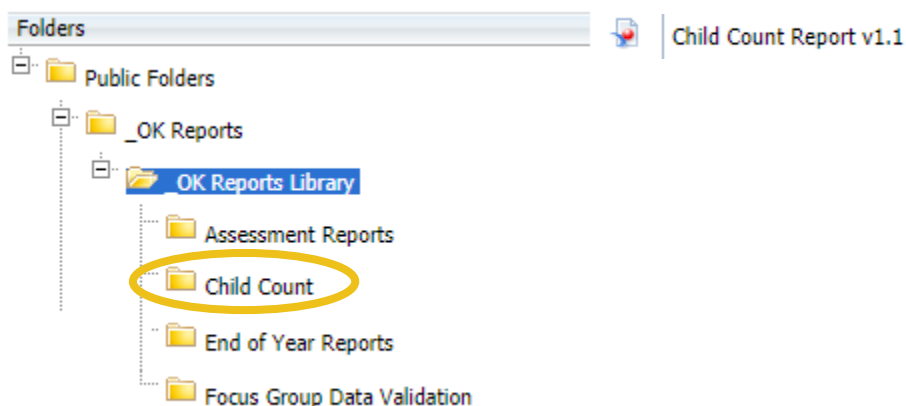


- From here, the reports mentioned in this guide can be accessed by following the proper paths, which are shown below: 1) Public Folders, 2) _OK Reports, 3) _OK Reports Library, then clicking on the appropriate folder that contains the report that you wish to view. The following folders contain the associated reports:

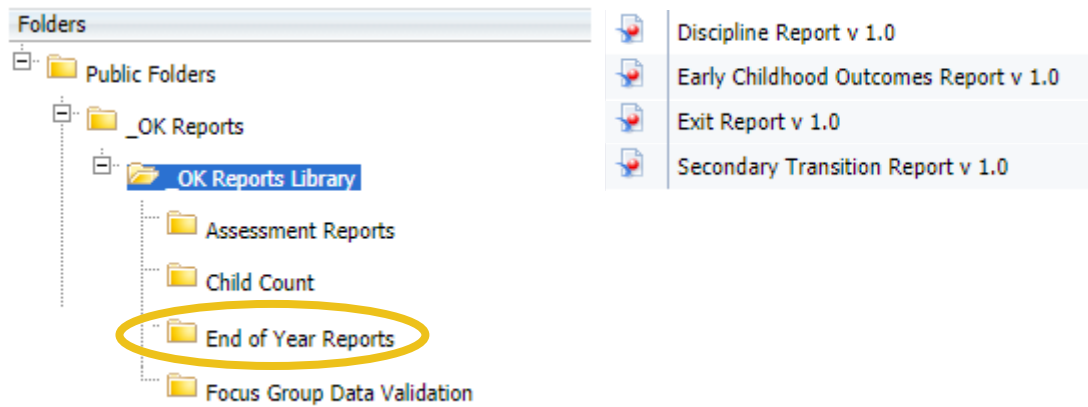
_OK Reports Library: IEP & Red Flags, IEP Meeting Compliance, and the Services Report



Child Count: Child Count Report



End of Year Reports: Disciplinary Report, ECO Report, Exit Report, and the Secondary Transition Report

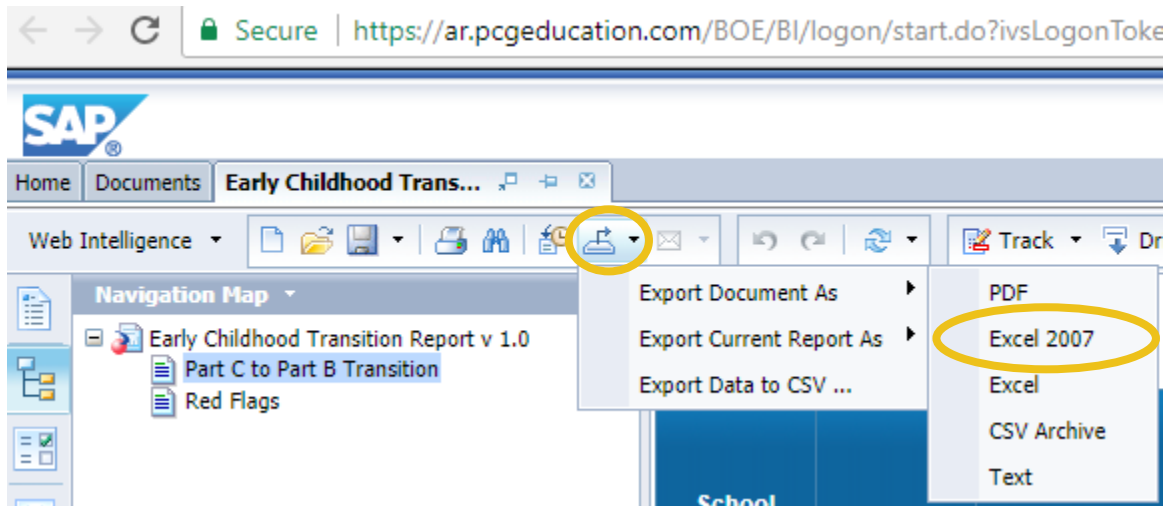


- From this point on, double click on the report that you wish to view.*
- It is important to note that as reports are updated, the version of them may change in AR (e.g., Exit Report v1.2). The report still obtains the relevant information that is addressed in this guide.

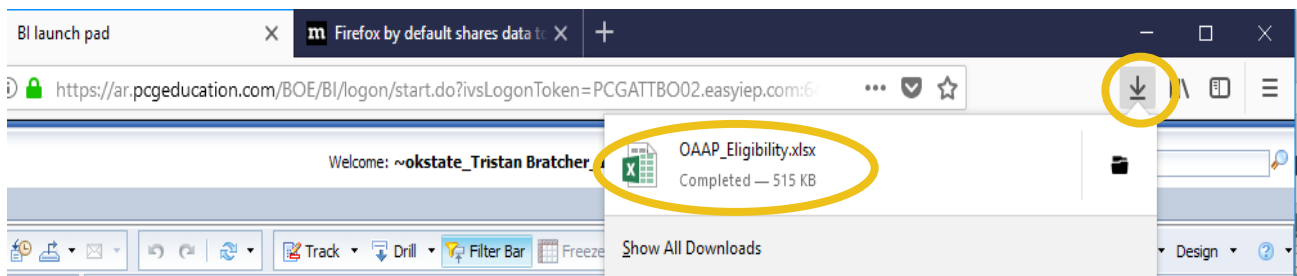
HOW TO EXPORT REPORTS FROM AR

Situations may arise in which school personnel need to export reports from AR for use outside of the AR system. This can be achieved by following the upcoming instructions:

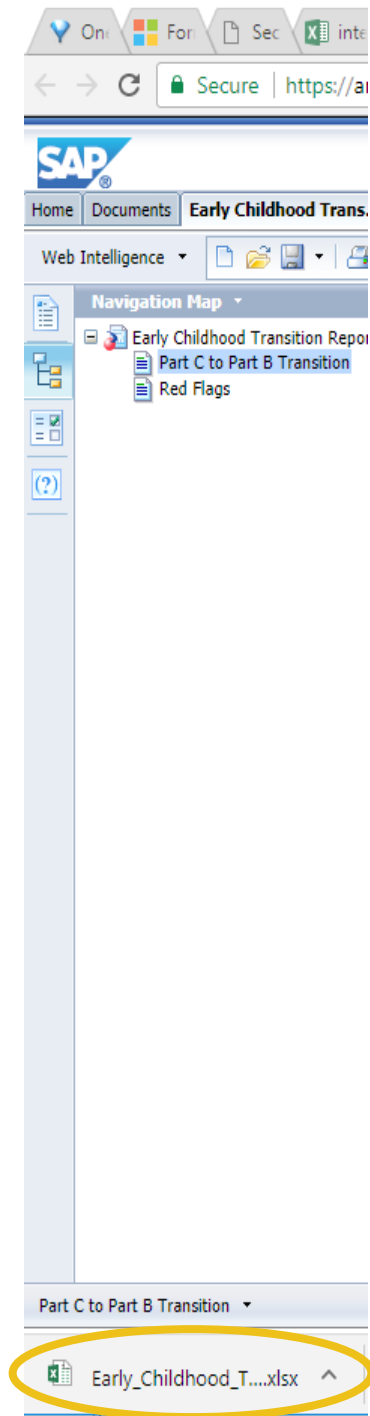
- While viewing a report in AR, there will be a toolbar in the top left corner of the window. Click the arrow on the Export button, and choose to export the document as an Excel 2007 file. A picture of how this will appear in AR is displayed below:



- The area that the exported report will be shown is contingent on which web browser you are using. Mozilla Firefox users can find their exported file in the top right area of their browser window, Internet Explorer users can find their exported file on the bottom of their browser window, and Google Chrome users can find their exported file in the bottom left corner of their browser window (displayed on the next two pages):
- Where exported files are located in Firefox:



- Where exported files are located in Google Chrome:



- Where exported files are located in Internet Explorer:

The screenshot shows a SAP BI launch pad interface. The main content area displays a report titled "Part C to Part B Transition". The report is a table with the following columns: School System Name, State ID, Student Last Name, Student First Name, Student Status, and Date of Birth. The table contains 20 rows of data. At the bottom of the screen, a notification bar shows "Early_Childhood_Transition_Report_v_1_0.xlsx finished downloading." with an "Open" button highlighted in a yellow circle.

School System Name	State ID	Student Last Name	Student First Name	Student Status	Date of Birth
Ada Public S	1002810736	Delodge	Dexter	Active	12/5/1
Ada Public S	1001932944	Gayler	Brinley	Active	12/18/
Ada Public S	1002241465	Long	Adrian	Active	3/20/1
Ada Public S	1002345791	Vaughn	Resseme	Active	5/8/1
Ada Public S	1002345791	Vaughn	Resseme	Inactive	5/8/1
AFTON	1002715366	Arnold	Jeremiah	Inactive	4/20/1
ALLEN	1002931483	Henderson	Luke	Active	12/4/1
ALLEN	1002809073	Logan	Karsan	Active	3/18/1
ALLEN BOW	1002811437	Ayers	Charles	Inactive	4/8/1
Altus Public S	1002303164	Jones	Jaxston	Active	11/3/1
Altus Public S	1002515478	Mora	Javier	Inactive	11/3/1
Altus Public S	1002800257	Richardson	Danuel	Active	12/5/1
Altus Public S	1001042762	Sanchez	Josiah	Active	3/13/1
Altus Public S	1001767374	Farris	Jacob	Active	5/13/1
Altus Public S	1002820462	Longhofer	Ayden	Active	6/30/1
ALVA	1002614461	Maras	Madison	Active	9/12/1
ALVA	1002810122	Keller	Samuel	Active	9/23/1
ALVA	1002803661	Bushman	Maesyn	Active	10/1/1
ALVA	1002780857	Pepper	Cohen	Inactive	4/1/1

- Clicking on this download will open the file in Excel, from which it can be manipulated in whichever way users see fit.

EXCEL RESOURCES

Below is a collection of videos that provide further information and assistance on how Excel can be best utilized by school personnel that wish to work with exported reports from AR.

- [Beginners Guide to Excel](#)
- [Intermediate Guide to Excel](#)
- [Advanced Guide to Excel](#)

ADVANCED REPORTING TOOLS

Listed below are specific tools that enable users to view and filter through data in a highly specified way.

- **Track:** Enables monitoring changes of certain points of data over time for certain points of information.
- **Drill:** Enables users to view specific data of particular groups selected by the user in more detail.
- **Filter Bar:** Enables users to view data by filtering very specific data points, and showing only cases that bypass the selected filters.
- **Freeze:** Enables for certain rows or columns of information to remain frozen, while the rest of the webpage scrolls. Useful for keeping relevant data in one place while searching for data throughout the rest of the page.
- **Input Controls (side bar, 3rd button from the top):** This function enables users to filter through very specific pieces of information based on the report in question. Note that input controls may not be available for each report listed in this guide.

CHILD COUNT REPORT

Relevant Uses: This report enables users to efficiently find all details related to a child's disability profile and other child count information, such as:

- A child's primary, suspected, and secondary disabilities
- Any concomitant disabilities
- Related services a child is receiving for their disabilities
- Amount of time spent in the regular classroom
- Children that have issues with their child count information (via the **Child Count Errors** tab)

These are only some of the important functions of this report. It is important to note that there are two tabs in this report: The **Child Count Report** and the **Child Count Errors** tab. The **Child Count** tab displays information about children's disabilities. The **Child Count Errors** tab displays issues with information (or a lack thereof) in EdPlan specific to certain children. Descriptions of the column headers specific to each tab can be found below.

Students Included: This report pulls active students that have an IEP or ISP that are between the ages of 3 and 21 that also have a valid eligibility determination.

CHILD COUNT REPORT COLUMN HEADERS

- **Primary Disability:** The prevalent disability that a child has listed on an IEP. These disabilities are seen as the most prevalent, and are primary focus of school staff and qualified professionals. There are 13 Primary Disabilities, and their definitions can be found in the [References section](#).
- **Suspected Disability:** If the primary disability is listed as Developmentally Delayed, this column will display the disability that is most prominently displayed due to the delayed development of the child.
- **Secondary Disability:** If applicable, this section will show the secondary disability of the child.
- **Concomitant Disability:** If applicable, lists the combination of disabilities that a child has. If Multiple Disabilities is listed as the Primary Disability, this section will be populated.
- **Related Service:** List the highest weighted related service a student receives.
- **Educational Environment:** Shows the amount of time that a child spends in a particular learning environment. A key to the codes used under this header can be found in the [References section](#).
- **ELL Status:** Signifies whether or not the child is an English Language Learner.

Child Count Input Controls (side bar, 3rd button from the top): Enables users to filter for children based on Primary Disability and school site.

CHILD COUNT ERRORS COLUMN HEADERS

Note: ALL demographic information in EdPlan **must** match the data in your Student Information System (SIS).

- **Invalid or Missing STN:** If checked, this box indicates that the child in question either does not have an assigned STN, or has an invalid STN. In this case, the OSDE-SES Data Team should be contacted to resolve this issue.
- **School Site Missing:** If checked, this box indicates that the child in question does not have an assigned site in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24-48 hours. Ensure that the information in your SIS is identical to the information in EdPlan.
- **Date of Birth Missing:** If checked, this box indicates that the child in question does not have date of birth entered in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours. Ensure that the information in your SIS is identical to the information in EdPlan.
- **Invalid or Missing Grade:** If checked, this box indicates that the child in question either has an invalid grade or no grade at all entered in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours. Ensure that the information in your SIS is identical to the information in EdPlan.
- **Gender Missing:** If checked, this box indicates that the child in question does not have a gender entered in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours. Ensure that the information in your SIS is identical to the information in EdPlan.
- **Race/Ethnicity Missing:** If checked, this box indicates that the child in question does not have an ethnicity entered in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours. Ensure that the information in your SIS is identical to the information in EdPlan.
- **Missing Enrollment Status:** If checked, this box indicates that the child in question does not have an enrollment status entered in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **ELL Status Missing:** If checked, this box indicates that the child in question does not have any ELL information entered in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours. Ensure that the information in your SIS is identical to the information in EdPlan.
- **Shortened Week Length Error:** If checked, this box indicates that the child in question has incorrect characters (i.e., letters or symbols) entered in the field that determines how many instructional hours per week a student is receiving (if they are receiving a different amount of instructional hours per week than their peers). This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.

- **Primary Disability Missing:** If checked, this box indicates that the child in question does not have an assigned primary disability in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **DD with No Suspected Disability:** If checked, this box indicates that the child in question is listed as having Developmental Delays, but has no accompanying Suspected Disability. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **DD as Suspected:** If checked, this box indicates that the child in question has Developmental Delays listed as their suspected disability. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **MD is Secondary Disability:** If checked, this box indicates that the child has Multiple Disabilities listed as their Secondary Disability. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **Early Childhood Environment Missing:** If checked, this box indicates that the child in question does not have an early childhood environment entered in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **Active in 2 Districts:** If checked, this box indicates that the child in question is currently active in 2 districts. The district that is currently providing schooling and services should contact OSDE-SES to resolve this issue. Once resolved, the box should no longer be checked within the next 24 hours.

CHILD COUNT ERRORS BUTTON FUNCTIONS

Input Controls (side bar, 3rd button from the top): Enables users to filter for students by the following criteria:

- School Site
- Invalid or Missing STN
- School Site Missing
- Grade Missing
- Gender Missing
- Date of Birth Missing
- Race/Ethnicity Missing
- ELL Status Missing
- Primary Disability Missing
- DD with No Suspected Disability

DISCIPLINE REPORT

Relevant Uses: The Discipline Report allows users to view:

- ❖ The discipline history of a child
- ❖ The number of days and instances a child received certain types of suspension
- ❖ The reasons that discipline was administered
- ❖ The number of days a child was removed from school for any particular reason

These are only some of the important functions of this report. Below are definitions for the column headers specific to the Discipline Report.

Students Included: This report pulls all students that had a discipline event reported within the fiscal year specific to each district. Districts will not be able to see discipline event information that took place outside of their district.

DISCIPLINE REPORT COLUMN HEADERS

- **#DaysISS:** Shows the cumulative number of days that a child has been suspended for In-School Suspension.
- **#DaysOSS:** Shows the cumulative number of days that a child has been suspended for Out of School Suspension.
- **#DaysHearing:** Shows the cumulative number of days that a child has been removed due to a due process hearing officer determination.
- **#DaysEXP:** Number of days a child has been expelled.
- **#ISSRemovals:** Displays the cumulative number of instances that a child has received In-School Suspension.
- **#OSSRemovals:** Displays the cumulative number of instances that a child has received Out of School Suspension.
- **#HearingRemovals:** Displays the cumulative number of instances that a child has been removed from the regular school site due to a due process hearing determination.
- **#InterimRemovals:** Displays the cumulative number of instances that a child has been placed in an interim alternative education setting.
- **#DaysDrugs:** Shows how many days a child received OSS or ISS due to being disciplined for reasons related to possession of drugs.
- **#DaysWeapons:** Shows how many days a child received OSS or ISS due to being disciplined for reasons related to possession of weapons.
- **#DaysInjury:** Shows how many days a child received OSS or ISS due to being disciplined for reasons related to causing significant bodily harm to another child (or children) or school faculty.
- **#DrugRemovals:** Displays the cumulative number of times a child has been removed from the regular school site due to reasons related to possession drugs.

- **#InjuryRemovals:** Displays the cumulative number of times a child has been removed from the regular school site due to reasons related to causing significant bodily harm to another child (or children) or school faculty.
- **#WeaponRemovals:** Displays the cumulative number of times a child has been removed from the regular school site due to reasons related to possession of weapons.
- **#InterimDrugRemovals:** Displays the cumulative number of times a child has been placed in an interim alternative education environment due to removal from the regular school site for reasons related to possession of drugs.
- **#InterimInjuryRemovals:** Displays the cumulative number of times a child has been placed in an interim alternative education environment due to removal from the regular school site for reasons related to causing significant bodily harm to either another child or school faculty.
- **#InterimWeaponRemovals:** Displays the cumulative number of times a child has been placed in an interim alternative education environment due to removal from the regular school site for reasons related to possession of weapons.
- **ELL Status:** Shows whether or not a child is an English Language Learner.

Discipline Report Input Controls (side bar, 3rd button from the top): Enables users to filter for children by school.

EARLY CHILDHOOD OUTCOMES REPORT

Relevant Uses: Enables users to view specific information regarding a child's ECOs, such as:

- Entry and exit ratings in each outcome area
- Rating entry and exit dates
- Data issues that certain children may have regarding ECO information (via the **ECO Report Issues** Tab within the report)

These are only some of the important functions of this report. It is important to note that there are two tabs in this report: The **ECO Report** tab, and the **ECO Report Issues** tab. The **ECO Report** tab displays information regarding children's entry and exit ratings and dates. The **ECO Report Issues** tab displays information regarding information for children that has been entered incorrectly or is missing entirely. Descriptions of the column headers specific to each tab can be found below.

Students Included: This report pulls students with the following qualifiers:

- Students with an exit rating date **or** turn 6 within the fiscal year **AND**
- Had an IEP during the fiscal year **AND**
- Were determined eligible at least 6 months prior to their 6th birthday **AND**
- Were enrolled in the reported school by their 6th birthday

ECO REPORT COLUMN HEADERS

- **Date of ECO Entrance Rating:** Shows the date that the initial ECO ratings were assigned.
- **Positive Social/Emotional Entry Rating:** Shows the initial rating for the child on the Positive Social Emotional scale. The score shown corresponds to a 7-point scale (1 through 7, 1-lowest possible score, 7-highest possible score).
- **Acquire New Skills Entry Rating:** Shows the initial rating for the child on the Acquire New Skills scale. The score shown corresponds to a 7-point scale (1 through 7, 1-lowest possible score, 7-highest possible score).
- **Take Appropriate Action Entry Rating:** Shows the initial rating for the child on the Take Appropriate Action scale. The score shown corresponds to a 7-point scale (1 through 7, 1-lowest possible score, 7-highest possible score).
- **Date of ECO Exit Rating:** Shows the date that the final ECO ratings were assigned.
- **Positive Social/Emotional Exit Rating:** Shows the most recent rating for the child on the Positive Social Emotional subscale.
- **Positive Social/Emotional Improve:** Indicates whether or not there was improvement on the Positive Social/Emotional subscale.

- **Acquire New Skills Exit Rating:** Shows the most recent rating for the child on the Acquire New Skills subscale.
- **Acquire New Skills Improve:** Indicates whether or not there was improvement on the Acquire New Skills subscale.
- **Take Appropriate Action Exit Rating:** Shows the most recent rating for the child on the Take Appropriate Action subscale.
- **Take Appropriate Action Improve:** Indicates whether or not there was improvement on the Take Appropriate Action subscale.

ECO Report Input Controls (side bar, 3rd button from the top): Enables users to filter for student by school and case manager.

ECO REPORT ISSUES COLUMN HEADERS

- **Invalid or Missing STN:** If checked, this box indicates that the child in question either does not have an assigned STN, or has an invalid STN. In this case, OSDE-SES should be contacted to resolve this issue.
- **Grade Missing:** If checked, this box indicates that the child in question does not have a grade entered in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **Site is Missing:** If checked, this box indicates that the child in question does not have an assigned site in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **Correct the ECO Rating Entry and/or Exit Dates:** If checked, this box indicates that the child in question does not have properly entered entry or exit rating dates. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **ECO Entry and/or Exit Dates are required prior to June 30 (Currently Missing):** If checked, this box indicates that the child in question does not have ECO entry or exit dates currently entered, and will need them entered before June 30 (the deadline to have data entered for End of Year reporting). This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **ECO Entry and/or Exit Ratings are required prior to June 30 (Currently Missing):** If checked, this box indicates that the child in question does not have ECO entry or exit ratings currently entered, and will need them entered before June 30 (the deadline to have correct data entered for End of Year reporting). This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **Improvement Indicators are required prior to June 30 (Currently Missing):** If checked, this box indicates that the child in question does not have improvement indicators currently entered, and will need them entered before June 30 (the deadline to have correct data entered for End of Year reporting). This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.

- **Student did not have at least 180 days of service between ECO Entry Date and ECO Exit Date:** If checked, this box indicates that the child in question has dates entered that would imply that the child did not have 180 days of service before they would need to be exited from early childhood services. If the dates were entered incorrectly, these dates should be corrected in EdPlan by the appropriate personnel. If 180 days did not transpire between the child's initial IEP begin date (first IEP after initial eligibility) and their 6th birthday, delete all dates and ratings from COSF page in the Early Childhood Data Collection and click "Save and Continue." Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **Student is under age 5 with ECO Exit Date (Check student's eligibility Status. If Eligible, remove ECO Exit Date and Ratings:** If checked, this box indicates that the child in question is under the age of 5 (and will not be transitioning out of early childhood services due to age), yet still has an ECO exit date. If this child is still eligible for services, the appropriate personnel should remove the ECO exit date in EdPlan. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.

EXIT REPORT

Relevant Uses: This report enables users to efficiently locate details about a child's exit, such as:

- The child's exit date
- Reason for a child's exit from a district
- A child's primary, suspected (if applicable), and secondary disabilities
- If a child has issues with their exiting information (via the **Red Flags** tab)
- The ability to view a district's students by exit reason (via the **Exit Counts by Reason** tab)

These are only some of the important functions of this report. It is important to note that there are three tabs in this report: The **Exit Report** tab, the **Red Flags** tab, and the **Exit Counts by Reason** tab. The **Exit Report** tab displays exit information about children. The **Red Flags** tab displays information about students that is either missing or has been entered incorrectly in EdPlan. The **Exit Counts by Reason** tab displays how many children in a district left for a particular reason. Descriptions of the column headers specific to each tab can be found below.

Students Included: This report pulls students were at least 14 years old as of October 1 of the fiscal year that were also on an IEP at any point between July 1st and June 30th. The most recent exit date will be displayed.

EXITING COLUMN HEADERS

- **Exit Date from District:** Shows the date that was entered into EdPlan that corresponds with the removal/exiting of the child from that particular district.
- **Exit Reason from District:** Shows the reason that a child exited a district. Each exit reason is described in more detail below:
 - **Accepted Lindsey Nicole Henry Scholarship:** These students have received a scholarship to attend a private school, and as a result are exited from a public school district.
 - **Deceased:** These students have passed away, and are no longer attending school in that school district.
 - **Dropped Out of School:** These students were enrolled at the start of the reporting period but were not enrolled at the end of the reporting period and did not exit special education through any of the other means. This includes dropouts, runaways, GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), expulsions, status unknown, students who moved but are not known to be continuing in another educational program, and other exiters from special education.
 - **Exceeded Maximum Age:** These students exited special education because of reaching the maximum age for receipt of special education services. This includes students who reached the maximum age and did not receive a diploma.
 - **Exit to Private School:** These students have exited to a private school, and as a result have exited from a public school district.

- **Graduated with Diploma:** These students exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in [34 C.F.R. 300.102\(a\)\(3\)\(iv\)](#), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the state’s academic standards, such as a certificate or GED.”
- **Home Schooled:** These students have exited a public school district with the understanding that they will be home schooled for the foreseeable future.
- **Missing Exit Reason:** These students do not have a valid exit reason entered in EdPlan.
- **Transfer to Another School System:** These students moved out of the catchment area or otherwise transferred to another district and are KNOWN to be continuing in an educational program. There does not need to be evidence that the students are continuing in special education, only that the students are continuing in an educational program. This includes students who are in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operated as separate districts, excluding normal matriculation.
- **Transfer to Regular Education:** These students were served in special education at the start of the reporting period, but at some point during that 12-month period, returned to general (regular) education. These students no longer have an IEP and are receiving all of their educational services from a general (regular) education program. If the parent of a student with a disability revokes consent for special education and related services, the student would be reported in this category.
- **Unknown:** These students have exited a public school district for unknown reasons. This exiting reason is meant to be temporary, and updated once school or district personnel can pinpoint the specific reason for a student’s exiting. Students that have “Unknown” selected as an exited reason at the end of the fiscal year (June 30) will be counted as dropouts when calculating Indicator 2 data.
- **Withdrawn from school, under the age for compulsory attendance:** These students are under the age of 5, and have been withdrawn by their parents as it is not yet required for them by law to attend school. In unique situations, a student can be under 18 and older than 5, but may not be required to attend school if they have completed 4 years of high school or have graduated through other means.

Exit Report Input Controls (side bar, 3rd button from the top): Enables users to filter for children based on their Exit Reason.

RED FLAGS COLUMN HEADERS

- **STN Error:** If checked, this box indicates that the child in question has errors regarding their STN (e.g., an incorrect or invalid STN, no STN entered, etc.). This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **Missing School Site:** If checked, this box indicates that the child in question does not have a school site entered in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.

- **Grade Missing:** If checked, this box indicates that the child in question does not have a grade entered in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **ELL Status Missing:** If checked, this box indicates that the child in question does not have any ELL information entered in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **Under Compulsory Age Error:** If checked, this box indicates that the child in question has an age entered that does not coincide with the age range for being withdrawn due to compulsory attendance not being mandatory in EdPlan. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.

Exit Counts by Reason

This tab shows the total of all students that have exited a district separated by specific exiting reasons. The descriptions of exiting reasons can be found in the **Exit Reason from District** [section](#).

IEP MEETING COMPLIANCE REPORT

Relevant Uses: This report enables users to efficiently find all details related to the compliance of a child's IEP, such as:

- The meeting date of the IEP that is in place
- The case managers associated with the IEP
- The end date of the previous IEP
- Determining whether an IEP went ever out of compliance (including those that are *currently* compliant)
- Determining how long an IEP was out of compliance

These are only some of the important functions of this report. Below are definitions for the headers specific to the IEP Meeting Compliance Report.

Students Included: This report pulls active students with an IEP.

IEP MEETING COMPLIANCE REPORT COLUMN HEADERS

- **Case Manager Previous IEP:** If applicable, the case manager that was present for the installment of the IEP previous to the current one. If blank, there is no previous case manager.
- **Previous IEP End Date:** If applicable, the date that the last IEP that the child had ended. If it is blank, then there is no previous IEP that has ended.
- **Case Manager when Current IEP was Finalized:** The case manager that was present for the installment and finalization of the current IEP.
- **Current IEP Meeting Date:** The date that the currently active IEP was put into place.
- **Date Compliance Indicator:** Displays the following information about the most recent IEP:
 - Whether it is an initial IEP
 - Whether the most recent IEP was completed within 365 days of the previous of IEP
 - If the IEP expired, the length of time that the IEP was out of compliance

IEP & ELIG RED FLAGS REPORT

Relevant Uses: This report enables users to efficiently find all details related to the issues with a child's IEP, such as:

- ❖ If a child's IEP is out of compliance
- ❖ Issues with a child's eligibility

These are only some of the important functions of this report. Below are definitions for the column headers specific to the IEP & Elig Red Flags Report.

Students Included: This report pulls active children that have the following qualifiers:

- Children with an IEP or ISP and Eligible, but no Non-Eligibility Event **OR**
- Eligible, but no IEP or ISP and no Non-Eligibility Event **OR**
- Children with an IEP or ISP but with no Eligibility Event and no Non-Eligibility event

IEP & RED FLAGS REPORT COLUMN HEADERS

- **Case Manager:** The child's current case manager.
- **IEP Overdue:** If checked, this box indicates that the child has an IEP that is out of compliance. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **Eligibility Determination Overdue:** If checked, this box indicates whether the child in question has an eligibility determination that is out of compliance. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **Eligibility with No IEP:** If checked, this box indicates that an eligible child is currently without an IEP. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **IEP with No Eligibility:** If checked, this box indicates that a child has an IEP, but no valid eligibility determination. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.
- **More Direct Instruction/Collaboration Service Documented than Instructional Time in Week:** If checked, this box indicates if a child is receiving more direct instruction/collaboration than what is scheduled for their instructional time per week. This should be corrected in EdPlan by the appropriate personnel. Once this is completed, this issue should be resolved and the box should no longer be checked within the next 24 hours.

IEP & Red Flag Input Controls: Enables users to filter for children based on the following criteria:

- School
- School Site Missing
- Invalid or Missing STN
- Grade Missing
- Gender Missing
- Date of Birth Missing
- DD with no Suspected Disability
- Primary Disability Missing
- More Service Than Time in Week
- IEP with No Eligibility

SECONDARY TRANSITION REPORT

Relevant Uses: This report enables users to view children that are either in the 9th grade or are at least 16 years old that should have IEPs which contain each of the necessary components for successful secondary transition. Additionally, this report enables users to view their students that are out of compliance in regards to Secondary Transition (via the **Secondary Transition OOC** tab).

These are only some of the important functions of this report. It is important to note that there are two tabs in this report: The **Secondary Transition Report** tab, and the **Secondary Transition OOC** tab. The **Secondary Transition Report** displays information about children's relevant IEP dates. The **Secondary Transition OOC** tab displays children that are out of compliance in regards to their Secondary Transition plan. Descriptions of the column headers specific to each tab can be found below.

Students Included: This report pulls all students that are eligible under IDEA standards and are either enrolled in 9th grade or above **or** are 16 years of age or older.

SECONDARY TRANSITION REPORT COLUMN HEADERS

- **Case Manager:** Displays the current case manager for the child.
- **Primary Disability:** Shows the listed primary disability of the child. A list of the Primary Disability descriptions can be found in the [References section](#).
- **IEP End Date:** Displays the date that the most current IEP is slated to end. If the IEP has is out of compliance, this header displays the date that the IEP was no longer in effect.

Secondary Transition Input Controls (side bar, 3rd button from the top): Enables users to filter for students by school code, as well as by case manager.

SECONDARY TRANSITION OOC (OUT OF COMPLIANCE)

The Column Headers in this tab are identical to those in the **Secondary Transition** tab. However, this tab only shows children that are out of compliance regarding Secondary Transition. Once these children have updated **and** finalized IEPs completed in EdPlan, they will no longer appear in this tab. Changes made in EdPlan will be reflected in this area of the report within 24 hours after changes are finalized.

SERVICES REPORT

Relevant Uses: This report enables users to quickly identify multiple pieces of information regarding what services a child is receiving, such as:

- Who is providing a particular child with services
- What services a child is receiving
- Who the case manager is for a particular child
- How much time a child receives special education related services during the school week
- The begin and end date of each service
- Number of sessions that a child is receiving over a certain period of time
- View how many children at a specific site are receiving which services (via the **Related Services Crosstab** tab)

These are only some of the important functions of this report. It is important to note that there are two tabs in this report: The **Services Report** tab, and the **Related Services Crosstab** tab. The **Services Report** displays information about children's service class, type, and provider. The **Related Services Crosstab** tab displays the total number of children receiving specific services at a particular site. Descriptions of the column headers specific to each tab can be found below.

*It is important to note that this report only shows children that, according to their IEP, are currently receiving services as of the date that the report is being viewed. If the child's last date of service was previous to the viewing date, *that child will not appear on this report, regardless if they are currently receiving services or received them in the past.*

SERVICES REPORT COLUMN HEADERS

- **School System Code:** A combination of the school's county code and site code.
- **Case Manager:** Lists the case manager for the child.
- **Student ID:** A child's local ID from the district's Student Information System (SIS).
- **Service Provider:** Lists the service provider that is providing the listed service for the child.
- **Service Class:** The specific distinction of services that a child is receiving. There are 3 service classes:
 - **Related Services:** These are federally defined services that can be provided through a specialist to a child in need. There are 17 different types of Related Services, which are defined in the [References section](#).
 - **Supplemental Aids & Services:** These are tools, arrangements, and accommodations that are made for a child to be better equipped to learn in the classroom, and create an environment conducive to learning for the child.
 - **Special Education Services:** These are unique services that are created by the Special Education teacher that works with a child, and creates a service that is not otherwise listed under the Related Services or Supplemental Aids & Services tab in EdPlan.

- **Service Type:** The classification of services that a child is primarily receiving. The Services Types are listed below.
 - **Collaboration:** the process in which the child receives primary instruction from a general education teacher and the special education teacher reinforces the direct instruction of the general education curriculum. This may occur inside or outside of the general education classroom.
 - **Co-Teaching:** the process in which the child receives primary instruction from both a general education teacher and a special education teacher within the general education classroom. Teachers have an equal partnership in the responsibility.
 - **Direct Instruction:** the process in which the child receives primary instruction from a highly qualified special education teacher outside of the general education classroom.
 - **Monitoring:** the process in which the child receives primary instruction from a general education teacher. The special education teacher monitors the performance of the child in the LRE to ensure appropriate access to the curriculum and progress toward annual IEP goals.
- **Service:** A description of the service that a child is receiving.
- **Service Begin Date:** The date that a child began or will begin receiving the listed service.
- **Service End Date:** The date that a child will cease to receive or stopped receiving the listed service.
- **Number of Sessions:** The number of sessions that a child is receiving.
- **Number of Sessions (Time Period):** The length of time in which the child is receiving the previously stated number of sessions. This can be listed in days, weeks, or months.
- **Session Length:** The duration of one service interaction.
- **Session Length (Time Units):** The unit of time that corresponds to the Session Length. This will typically be listed in minutes.
- **Child Instructional Week Same as ND Peers?:** Lists whether or not the special needs child is in school for the same amount of time during the week as children that have no listed special needs.
- **If no, Length of Instructional Week (Hours):** Lists how many hours the child receives instruction during the week (if the amount of time differs from what children with no listed special needs spend in class). This should be listed as a numerical value (e.g., 5).
- **If no, Length of Instructional Week (Minutes):** Lists how many minutes the child receives instruction during the week (if the amount of time differs from what children with no listed special needs spend in class). This should be listed as a numerical value (e.g., 5).
- **ESY Service?:** Lists whether the listed service is an Extended School Year service.

Services Report Input Controls (side bar, 3rd button from the top): Enables users to filter for children based on Service Class, Service Type, and Service Provider. Additionally, it allows users to filter for children that receive ESY services, as well as those that have different instructional weeks than their ND peers.

RELATED SERVICES CROSTAB

Each of the headers in the crosstab relate directly to the related services that can be offered. A definition of these services can be found in the References section below. This area of the report enables users to see how many students are receiving which type of service at a site, as well as the total number of students at a site who are receiving services.

SPECIFIC REFERENCES FOR REPORTS

Below is a list of definitions that correspond to particular report guides. Note that not every report has a reference section.

Reference for the Services Report: Definitions for **Related Services Types** can be found below. To return to the **Service Classes**, click [here](#).

- **Audiology**

- Screen children for hearing ability
- Manage audiologic equipment & maintenance of hearing assistive devices
- Review audiologic evaluations for children evaluated in outside facility
- Perform comprehensive and educationally relevant hearing evaluations, interpret results and implications, and make recommendations to enhance learning, if necessary
- Ensure that classroom acoustics are suitable for children with special hearing requirements
- Evaluate and make recommendations for personal hearing instruments and hearing assistive technology

- **Counseling Services**

- Work with children to maintain social, emotional, and behavioral well-being, as well as address disabilities in these same categories to enhance child capacity for learning
- Interact with educators and ensure that needs of the child are known and being met
- Facilitate IEP creation and ensure appropriate needs are addressed and known to staff, parents, and children
- Identifying children that may be eligible for services and appropriately assigning accommodations

- **Early Identification & Assessment Services**

- Screening of children to determine whether the child should be referred for an evaluation to determine if a child has a disability/is in need of special education and services
- Procedures used by appropriate qualified personnel to determine a child's initial and continuing eligibility, consistent with the Oklahoma's definition of infants and toddlers with disabilities
- Procedures used by qualified personnel to identify the child's unique strengths and needs and the services appropriate to meet those needs and includes the assessment of the child and the assessment of the child's family

- **Interpreting Services**

- Determining if children are in need of interpretation services
- Providing children with language barriers the ability to understand and converse with children and school faculty

- Ensure that assessments and evaluation materials are administered in a child’s native language
- Provide parents of children with language disability that the child will be receiving services
- Interpreter is present for all IEP team meetings
- Parent must be informed in their native language for all special education services that child will be receiving
- **Medical Services**
 - Licensed physician provided services to determine a child’s medically related disability that results in the child’s need for special education and evaluation purposes
- **Occupational Therapy Services**
 - Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation
 - Improving ability to perform tasks for independent functioning if functions are impaired or lost
 - Preventing, through early intervention, initial or further impairment or loss of function
 - Assisting children with self-help skills, functional mobility, sensory-motor processing, fine and gross motor performance, and adapting both socially and psychologically to the school environment
- **Orientation & Mobility Services**
 - Providing services to blind or visually impaired children by qualified personnel to enable children to become oriented and move safely within their environments in school, home, and their community
 - Assisting children with the use long canes or service animals to supplement visual travel skills or as a tool to safely interact with the environment
 - Providing knowledge on understanding how to use remaining vision effectively
- **Parent Counseling & Therapy Services**
 - Assisting parents in understanding their child’s needs, and providing them with child development information
 - Helping parents gather the necessary skills that will allow for the support of the implementation of their child’s IEP/IFSP
- **Physical Therapy Services**
 - Services that are provided by a qualified physical therapist
 - Therapy includes actions that address a child’s posture, muscle strength, mobility, and organization of movement in educational environments
 - Preemptive physical therapy includes services that prevent the onset or progression of impairment, functional limitations, disability, or changes in physical function that are the result of injury, disease, or are otherwise engendered

- **Recreation Services**

- Assessing child's hobbies and leisure interests, along with hobbies child may have an aptitude for
- Designing activities that are recreationally therapeutic that simultaneously develop a child's functional skills
- Provide education about the skills, knowledge, and other information necessary to participate in the recreational activity
- Notifying and training parents and educators of the child about recreation's role in improving education outcomes
- Identifying recreation resources and facilities outside of the school environment

- **Rehabilitation Counseling Services**

- Services provided by a qualified professional in either individual or group sessions that are geared towards career development, employee preparation, achieving independence, and integration into the community
- Assisting children with adapting psychologically to the thought of independence, and becoming relatively self-sufficient
- Providing knowledge to children about resources that will be useful to them upon their permanent exit from the school environment

- **School Health Services**

- Can be provided by either a qualified school nurse **OR** another staff member with the proper qualifications
- Services that are designed to enable a child with a disability to receive FAPE, as described in the child's IEP
- Services consist of disease management, providing medication appropriately, special feedings, proper intermittent catheterization, and other related services

- **School Nurse Services**

- Can **ONLY** be provided by a qualified school nurse
- Services that are designed to enable a child with a disability to receive FAPE, as described in the child's IEP
- Services consist of disease management, providing medication appropriately, special feedings, proper intermittent catheterization, and other related services

- **Social Work Services**
 - Providing social and developmental history of the child with a disability to appropriate school faculty
 - Group and individual counseling with the family of the child and the child
 - Working in tandem with parents and others in a child's living situation that affect the child's ability to properly adjust to the school environment
 - Assisting in developing positive behavioral intervention methods
- **Speech-Language Pathology Services**
 - Can be provided by speech-language professionals and speech-language assistants
 - Identifying children with speech/language impairments
 - Diagnosis and appraisal of specific speech/language impairments
 - Referral to medical or other professionals for habilitation of speech/language impairments
 - Provision of speech/language services for the habilitation of communicative impairments
 - Counseling of parents, children, and teachers regarding speech/language impairments
- **Transportation Services**
 - Making accommodations for children that need assistance in their travels to school
 - Ensuring that children that need assistance traveling within schools have access to the proper equipment

Reference for the Child Count and Secondary Transition Reports: Definitions for **Primary Disabilities** can be found below. To return to the Child Count Report, click [here](#). To return to the Secondary Transition Report, click [here](#).

- **Autism**
 - Developmental disability that significantly affects verbal/nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance
- **Deaf-Blindness**
 - Simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness
- **Deafness**
 - A hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance

- **Hearing Impaired**
 - An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance
- **Developmental Delay**
 - For children from ages three through nine, the term developmental delay, as defined by each State, means a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development
- **Emotional Disturbance**
 - A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
 - Inability to learn that cannot be explained by intellectual, sensory, or health disability
 - Inability to build/maintain satisfactory interpersonal relationships with peers/teachers
 - Inappropriate types of behavior or feelings under normal circumstances
 - A general pervasive mood of unhappiness or depression
 - A tendency to develop physical symptoms or fears associated with personal or school problems
- **Intellectual Disability**
 - Significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance
- **Multiple Disabilities**
 - Simultaneous impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. **Term does not include deaf-blindness.** All disabilities must be listed in EdPlan
- **Orthopedic Impairment**
 - The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures)
- **Other Health Impairment**
 - Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:
 - is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; **AND** adversely affects a child's educational performance

- **Specific Learning Disability**
 - A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations
- **Speech/Language Impairment**
 - A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance
- **Traumatic Brain Injury**
 - An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance
- **Visual Impairment**
 - An impairment in vision that, even with correction, adversely affects a child's educational performance

Reference for the Child Count Report: Definitions for **Educational Environment** codes can be found below. To return to the Educational Environment section, click [here](#).

- **LRE:** Least Restrictive Environment. For children and children over the age of 5, this is an environment that is the most similar to a non-disabled peer would be placed in.
 - **LRE-80%+:** These are children who received special education and related services outside the regular classroom for less than 21% of the school day.
 - **LRE-40-79%:** These are children who received special education and related services outside the regular classroom for at least 21% but no more than 60% of the school day.
 - **LRE-Less than 40%:** These are children who received special education and related services outside the regular classroom for more than 60% of the school day.
- **LRE Codes:** These codes signify the environment that a child receives special education and related services if they take place outside of the classroom.
 - **Separate School (SS):** These are children who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private separate schools.
 - **Residential Facility (RF):** These are children who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private residential facilities.

- **Homebound/Hospital (HH):** These are children who received programs in homebound/hospital environments. This includes children receiving special education and related services in hospital programs or homebound programs. Do not include children whose parents have opted to home-school them and who receive special education at the public expense.
- **Correctional Facilities (CF):** These are children who received special education in correctional facilities. These data are intended to be an unduplicated count of all children receiving special education in short-term detention facilities (community-based or residential) or correctional facilities.
- **Parentally-placed in Private Schools (PPPS):** These are children who are enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who received special education and related services at public expense from a local educational agency or intermediate educational unit under a services plan.
- **ECE:** Early Childhood Environment. For children aged 3-5, this is an environment that is safe for children, and it easily overseen by educators and professional caretakers.
 - **ECE-A1:** This code is used for children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program.
 - **ECE-A2:** This code is used for children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in another location.
 - **ECE-B1:** This code is used for children attending a regular early childhood program less than 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program.
 - **ECE-B2:** This code is used for children attending a regular early childhood program less than 10 hours per week and receiving the majority of hours of special education and related services in another location.
 - **ECE-C1:** This code is used for children that are attending a special education program that is a specifically a special education class.
 - **ECE-C2:** This code is used for children that are attending a special education program that is a specifically a separate school.
 - **ECE-C3:** This code is used for children that are attending a special education program that is a specifically a residential facility.
 - **ECE-D1:** This code is used for children attending neither a regular early childhood program nor special education program and receiving the majority of hours of special education and related services at home.
 - **ECE-D2:** This code is used for children attending neither a regular early childhood program nor special education program and receiving the majority of hours of special education and related services at the service provider location or some other location not in another category.