

2022

# SPECIAL EDUCATION DATA REPORTING GUIDANCE

## End of Year Collection



**OKLAHOMA**  
Education

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This document can be found online at <https://sde.ok.gov/end-year-data-reporting>.

# INTRODUCTION

This guidance document contains detailed information about each type of data submitted by districts to the Office of Special Education Services at the Oklahoma State Department of Education (OSDE-SES) through the annual Special Education End of Year Data Collection.

Each dataset is described in detail on the following pages; each section includes specifications for who should be included in the dataset, definitions of the elements, and instructions for completing the review or the submission.

The end of the document includes a FAQ section for reference.

Please review these important notes:

- ▶ The data are collected for each fiscal/school year on July 1, to reflect student and district data submitted through June 30.
  - Data reports that are incomplete or inaccurate as of July 1 are considered untimely.
- ▶ The data elements collected by OSDE-SES through End of Year Reporting are all required by the Office of Special Education Programs in the federal Department of Education (OSEP). Oklahoma submits the data to OSEP either through standard annual reports (called ED Facts Files) or through the annual State Performance Plan/ Annual Performance Report (SPP/APR).
  - ED Facts file specifications are available at <https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>. Please use only the most recent year's specs since they change regularly.
  - The SPP/APR requirements change on a six-year cycle. The most recent cycle was defined in 2020 for annual submissions through FFY2025 (FY2026).
- ▶ All data elements reflect the status of or services provided to students with disabilities as defined under the IDEA:
  - Children having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. (Definition adapted from PL 108-446, Section 602(3), 34 C.F.R. Part 300.8(a)(1).)
  - No data are collected for students who are only served on 504 plans.
- ▶ All collected data are used for federal reporting and district monitoring through the annual determination process, except for personnel data which are not used in any state reports.

# DISCIPLINE

The OSDE-SES requires districts to report all disciplinary removals (*i.e.*, in-school and out of school suspensions) at the student level as part of the data collected for End of Year Reporting. Additional guidance can be found in the related ED Facts file specifications available at <https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>: FS005 - Children with Disabilities (IDEA) Removal to Interim Alternative Education Setting, FS006 - Children with Disabilities (IDEA) Suspensions/Expulsions, FS007 - Children with Disabilities (IDEA) Reasons for Unilateral Removal, FS088 - Children with Disabilities (IDEA) Disciplinary Removals, FS143 - Children with Disabilities (IDEA) Total Disciplinary Removals, FS144 - Educational Services during Expulsion. The student level data must be entered in the student's EDPlan "Discipline Info" on or prior to June 30.

## Which students should be reported?

Students with special education eligibility and an IEP between the ages of 3-21 (as of October 1 in the current school year) and were subject to a disciplinary removal should be reported, regardless of the length of any single removal. *Exclude* parentally-placed private school students.

*Include* removals for students who have exited your district since the discipline occurred if the student had more than half a day total duration of any kind of disciplinary removal(s). You can update these records in two ways: 1) re-activate the individual's record, enter all removals, and exit again; 2) for several updates, use the discipline templates to auto-upload data into inactive records.

## How are the data used?

Discipline data are used for federal reporting, for indicator 4 calculations, and for significant disproportionality calculations. It is critically important the disciplinary actions are entered completely and accurately because of the potential impact on district finances under significant disproportionality.

## DEFINITIONS

### Dangerous weapon

A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury; such a term does not include a pocket knife with a blade of less than 2 ½ inches in length. See [18 U.S.C. Section 930\(g\)\(2\)](#).

### Direct supervision

School personnel are physically in the same location as students under their supervision.

### Disciplinary removal

**Any** instance in which a child with a disability is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to the child or others.

## **Drug offenses**

The use, possession, sale, or solicitation of drugs as identified in [21 U.S.C. Section 812\(c\)](#). These offenses do **not** include the use, possession, sale, or solicitation of alcohol or tobacco.

## **Expulsion**

An action taken by the LEA removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days.

## **In-school suspension (ISS)**

Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. This includes removal when services continue, such as to the library, principal's office, or even the resource room if such removal is not part of the IEP or a behavioral intervention Plan.

## **Interim alternative educational setting (IAES)**

An appropriate setting determined by the child's IEP team in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

## **Number of days**

Number of school days elapsed between the start of the specific type of discipline and the end of the specific type of discipline for each discipline event.

## **Out-of-school suspension (OSS)**

Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/ her IEP.

## **Removal by a hearing officer**

Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for no more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.

## **Serious bodily injury**

A bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or faculty. See [18 U.S.C. Section 1365\(h\)\(3\)](#).

## Unilateral removals

Instances in which school personnel (not the IEP team) order the removal of the children with disabilities from their current educational placement to an appropriate interim alternative educational setting for no more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do **not** include decisions by the child's IEP team to change a student's placement.

## INSTRUCTIONS TO DETERMINE CORRECT DISCIPLINE REPORTING

Answer these questions to determine which type of incident should be reported and whether a manifestation determination is required:

1. Did a violation of the code of student conduct occur?
  - a. If yes, continue to 2.
  - b. If no, then a disciplinary removal has not taken place.
2. Was the student removed from his/her regular classroom(s) to another location specified in the IEP or BIP for behavioral management?
  - a. If yes, then a disciplinary removal has not taken place.
  - b. If no, continue to 3.
3. Was the removal the result of a hearing officer determination? See [34 C.F.R. 300.532\(b\)](#).
  - a. If yes, continue to 25.
  - b. If no, continue to 4.
4. Did the student a) possess a weapon at or carry one to school; b) knowingly possess or use illegal drugs, or sell or solicit the sale of a controlled substance; and/or c) inflict serious bodily injury upon another person while on school premises or at a school function (under the jurisdiction of a State or local education agency)?
  - a. If yes, continue to 17.
  - b. If no, continue to 5.

## In-School Suspensions

5. Did the student remain under the direct supervision of school personnel during the removal from his/her regular classroom(s)?
  - a. If yes, continue to 6.
  - b. If no, continue to 12.
6. While removed from his/her regular classroom(s) and *due to the disciplinary removal*, did the student's "placement" change?
  - a. If yes, continue to 7.
  - b. If no, each half-day or more removed from the regular classroom(s) *must be counted as ISS*.
    - i. Since there was no change of placement, these days **do not need** to be taken into account towards the manifestation determination timeline. See [Section 615\(k\)\(1\)\(E\)](#).

7. Was the sum of all days of prior and current removal(s), where the placement of the student has been changed, less than 10?
  - a. If yes, each half-day or more removed from the regular classroom(s) *must be counted as ISS*.
    - i. Since there was a decision to change the placement of the student, then you **must also** take each of these days into account towards the manifestation determination timeline.
  - b. If no, then continue to 8.
8. Was there a manifestation determination meeting held?
  - a. If yes, continue to 9.
  - b. If no, then you are not in compliance with IDEA. See [Section 615\(k\)\(1\)\(E\)](#).
9. Was it determined that the disciplinary incident was a manifestation of the student's disability?
  - a. If yes, continue to 10.
  - b. If no, continue to 11.
10. Was the student returned to the original placement or was the IEP-placement changed during the manifestation determination meeting? See [Section 615\(k\)\(1\)\(F\)](#).
  - a. If yes, each half-day or more that the student was removed from their regular classroom(s) prior to the student's return to the original placement or changed IEP-placement, *must be counted as ISS*.
  - b. If no, you are not in compliance with IDEA.
11. Was the student's IEP placement changed during the manifestation determination meeting?
  - a. If yes, each half-day or more that the student was removed from their regular classroom(s), prior to the student's new IEP placement, must be counted as ISS.
  - b. If no, see [Section 615\(k\)\(1\)\(C\)](#). *Any days removed from regular classroom(s) must be counted as ISS*.

### **Out-of-School Suspensions**

12. Was there a manifestation determination meeting held?
  - a. If yes, continue to 13.
  - b. If no, continue to 16.
13. Was it determined that the disciplinary incident was a manifestation of the student's disability?
  - a. If yes, continue to 14.
  - b. If no, continue to 15.

14. Was the student returned to the original placement or was the IEP placement changed during the manifestation determination meeting? See [Section 615\(k\)\(1\)\(F\)](#).
  - a. If yes, each half-day or more that the student was removed from their regular school, prior to the student's return to the original placement or changed IEP-placement, *must be counted as OSS*.
  - b. If no, you are not in compliance with IDEA.
15. Was the student's IEP placement changed during the manifestation determination meeting?
  - a. If yes, each half-day or more that the student was removed from their regular school, prior to the student's new IEP placement, *must be counted as OSS*.
  - b. If no, see [Section 615\(k\)\(1\)\(C\)](#). *Any days removed from regular school must be counted as OSS*.
16. Was the sum of all days of prior and current removal, where the placement of the student has been changed, less than or equal to 10?
  - a. If yes, then each one-half day or more of the current removal *must be counted as OSS*.
  - b. If no, then you are not in compliance with IDEA. See Section 615(k)(1)(E).

### **Unilateral Removals to IAES**

17. Was the removal for less than 10 days?
  - a. If yes, continue to 18.
  - b. If no, continue to 19.
18. Did the student remain under the direct supervision of school personnel during the removal from his/her regular classroom(s)?
  - a. If yes, return to 6.
  - b. If no, return to 12.
19. Was a unilateral removal ordered by school personnel under the special circumstances described in [Section 615\(k\)\(1\)\(G\)](#)?
  - a. If yes, then continue to 20.
  - b. If no, then return to 12.
20. Was there a manifestation determination meeting held?
  - a. If yes, continue to 21.
  - b. If no, then you are not in compliance with IDEA. See [Section 615\(k\)\(1\)\(E\)](#).
21. Was it determined that the disciplinary incident was a manifestation of the student's disability?
  - a. If yes, student cannot be placed in IAES for more than 45 days.
  - b. If no, student may be placed in IAES for the same duration as that of a disciplinary action applied to students without disabilities, so long as the student continues to receive services consistent with Section [615\(k\)\(1\)\(D\)](#) and [34 C.F.R. 300.530\(d\)](#). See also [Section 615\(k\)\(1\)\(C\)](#).



22. On the same day of the incident, did the IEP team determine the appropriate setting in which the student was to be placed?
- If yes, then continue to 23.
  - If no, then continue to 24.
23. Did the student continue to receive services to participate in the general education curriculum and to progress toward meeting the goals of the child's IEP, as discussed in [Section 615\(k\)\(1\)\(D\)](#)?
- If yes, each day removed from their IEP placement must be counted as a Unilateral Removal to an IAES.
  - If no, then you are not in compliance with IDEA.
24. Did the student remain under the direct supervision of school personnel during the removal until such time the IEP team could determine the appropriate setting in which the student was to be placed?
- If yes, each half-day or more removed from their regular classroom(s) until the IAES was determined and the student was placed *must be counted as ISS **and** then count each half-day or more after placement as a Unilateral Removal to an IAES.* (Count these as 2 separate events.)
  - If no, each half-day or more removed from their regular school until the IAES was determined and the student was placed *must be counted as OSS **and** then count each half-day or more after placement as a Unilateral Removal to an IAES.* (Count these as 2 separate events.)

### Hearing Officer Determinations

25. Did the student continue to receive services to participate in the general education curriculum and to progress toward meeting the goals of the student's IEP, as discussed in [Section 615\(k\)\(1\)\(D\)](#)?
- If yes, each day removed from their IEP-placement must be counted as a Unilateral Removal by Hearing Officer to an IAES.
  - If no, then you are not in compliance with IDEA.
26. Did the student remain under the direct supervision of school personnel during the removal until such time the IEP team could determine the appropriate setting in which the student was to be placed?
- If yes, each half-day or more removed from their regular classroom(s) until the IAES was determined and the student was placed *must be counted as ISS **and** then count each half-day or more after placement as a Unilateral Removal by Hearing Officer to an IAES.* (Count these as 2 separate events.)
  - If no, each half-day or more removed from their regular school until the IAES was determined and the student was placed *must be counted as OSS **and** then count each half-day or more after placement as a Unilateral Removal by Hearing Officer to an IAES.* (Count these as 2 separate events.)

## ADDITIONAL NOTES

1. Unilateral Removal to an Interim Alternative Education Setting (School Personnel or Hearing Officer):
  - a. The student must receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications to address the student's behavior so that the behavior does not reoccur.
  - b. This is considered a disciplinary removal and will be counted in the Total Removal category but will not be counted as a suspension.
2. In EDPlan, select Processes – Discipline Info for each student:
  - a. Determine and enter the type of removal for each incident (ISS, OSS, Unilateral removal to IAES, HOR).
  - b. Determine and select the type of offense for each incident: Drugs, Weapons, Serious Bodily Injury, or Other (all other types).
  - c. Determine and enter number of days for each incident.
  - d. Determine and enter person taking action (by title or name) for each incident.
  - e. Determine and enter Date Discipline Begins and Date Discipline Ends.
  - f. Ensure parent has been notified.

## OTHER RESOURCES

[IDEA Part B Discipline Data Collection Questions and Answers](#)

# PARAPROFESSIONALS

The ODSE-SES requires districts to report all Special Education paraprofessionals at the staff FTE level as part of the data collected for End of Year Reporting. It is reported to OSEP annually but is not used for any state reporting. Additional guidance can be found in the ED Facts File Specification FS112 - Special Education Paraprofessionals. The paraprofessional FTE data must be entered in EDPlan on the “District Summary Data” page on or prior to June 30 each year.

## **Which paraprofessionals should be reported?**

Include the calculated FTE of all paraprofessionals employed or contracted as of October 1 of the current school year who provide special education and related services to children with disabilities ages 3 through 21 regardless of funding source (*i.e.*, Part B, State or local), including personnel employed by private agencies.

## **Which paraprofessionals should not be reported?**

Exclude the FTE of special education paraprofessionals who provide special education and related services exclusively to children with disabilities from birth through age 2. Also exclude the FTE of any paraprofessional who does not serve any students with disabilities.

## **Who are paraprofessionals?**

Paraprofessionals are employees who provide instructional support, including those who:

1. provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher,
2. assist with classroom management, such as organizing instructional and other materials,
3. provide instructional assistance in a computer laboratory,
4. conduct parental involvement activities,
5. provide support in a library or media center,
6. act as a translator, and/or
7. provide instructional support services under the direct supervision of a teacher.

## **How should we report paras who work with 5-year-old children with disabilities who are in kindergarten?**

Report paraprofessionals who are employed or contracted to work with 5-year-old children with disabilities who are in Kindergarten in the school age reporting category (ages 6-21).

## **How are FTE of paraprofessionals reported by qualification status?**

FTE is reported as either qualified or not qualified. Qualification status depends on whether paraprofessionals are included in the state’s definition of qualified based on the criteria identified in [20 U.S.C. 1412\(A\)\(14\)](#).

Report paraprofessionals who meet the applicable requirements for the position in which they are employed as qualified and report paraprofessionals who do not meet the applicable requirements for the position in which they are employed as not qualified.

- ▶ If paraprofessionals are included, then paraprofessionals must meet the State standard for qualified based on the definition.
- ▶ If paraprofessionals are not included in the definition, then paraprofessionals are considered qualified for the FTE if they either:
  - Hold the appropriate State certification or licensure for the position held, or
  - Hold a position for which no State requirements exist (*i.e.*, certification or licensure requirements).

Paraprofessionals who do not meet the standards listed above for qualified are reported as not qualified.

### **What if paraprofessionals serve both children with disabilities and students without disabilities under IDEA?**

If paraprofessionals work part of their time with children with disabilities and part of their time with children without disabilities under IDEA, report only the proportion of their FTE the paraprofessional works specifically with children with disabilities receiving special education and related services.

## **INSTRUCTIONS**

### **Step 1: Calculate FTE for each paraprofessional**

Divide the average hours worked per week (rounded to the nearest whole number) by the total number of hours your district requires an employee to work to be considered “full-time.” Do this for each paraprofessional position employed in your district as of October 1 of the current school year.

#### **EXAMPLES:**

1. A paraprofessional who works 15 hours/week of a 30-hour school week is counted as 0.50 FTE.
2. A paraprofessional who works 20 hours/week of a 30-hour school week is counted as 0.67 FTE.
3. If an LEA has two paraprofessionals who **each** work 20 hours per week of a 30-hour school week, the LEA would report 1.33 FTE (rounding the 1.334 to the nearest hundredth decimal place).
4. A paraprofessional is contracted to work for 90 hours per year, specifically with children with disabilities. LEAs may use their actual service hours per year or the state average of 1050 service hours per school year as full-time for a paraprofessional. Using the state average service hours per year, the paraprofessional is counted as .09 FTE (90/1050).

### **Step 2: Sum all FTE values for each paraprofessional age group (qualified and not qualified separately) and report these values on the District Summary Data page**

1. 3-5 years of age group: Report pre-kindergarten paraprofessionals only
2. 6-21 years of age group: Include paraprofessionals working in kindergarten, regardless of the age of children served

An FTE Calculator spreadsheet is available on the OSDE-SES website to assist with FTE calculations. You may access it here: <https://sde.ok.gov/end-year-data-reporting>.

## RELATED SERVICES PERSONNEL

The OSDE-SES requires districts to report all Special Education related services personnel at the staff FTE level as part of the data collected for End of Year Reporting. It is reported to OSEP annually. Additional guidance can be found in the EDFacts File Specification FS099 - Special Education Related Services Personnel (<https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>). The related services FTE data must be entered in EDPlan on the “District Summary Data” page on or prior to June 30.

### Which staff should be reported?

Include only related services personnel positions listed in the definitions section below. Submit the total FTE of all positions employed or contracted as of October 1 of the current school year to provide related services to children with disabilities ages 3 through 21 regardless of funding source (*i.e.*, Part B of IDEA, State or local), including personnel employed by private agencies.

### Which staff should not be reported?

Do **not** include the FTE of related services personnel who:

- › Provide services exclusively to children with disabilities from birth through age 2;
- › Work exclusively with children without disabilities; and/or
- › Are employed full time and only provide services common to all students, regardless of disability status. This may include PE teachers, counselors, social workers and medical personnel who do not provide related services specified in an IEP.

### How are related services personnel who work with both children with disabilities and their non-disabled peers reported?

If related services personnel work part of their time with children **without** disabilities, and other times with children **with** disabilities, report only the proportion of FTE that the related services personnel work specifically with children with disabilities receiving special education and related services.

### How are staff reported by certification status?

Include the FTE of personnel as ‘fully certified’ if they:

- › Hold appropriate State certification or licensure for the position held; or
- › Hold positions for which *no* State requirements exist (*i.e.*, no certification or licensure requirements). Adapted from [34 C.F.R. Part 300.156\(b\)](#).

Include the FTE of personnel as ‘not fully certified’ if they:

- › Do not hold standard State certification or licensure for the position to which they were assigned; or
- › Do not meet other existing State requirements for the position.

Related services “assistants” (such as PT or OT assistants) **cannot** be counted as fully certified, even if they are licensed per the Oklahoma Medical Board requirements. You may check certification and licensing status via some of the links provided for the various related service personnel types on the following pages.

## INSTRUCTIONS

### Step 1: Calculate FTE for each related service personnel

See description and examples provided for [calculating FTE for paraprofessionals](#).

### Step 2: Sum all FTE values in each related service personnel type (fully certified and not fully certified separately) and report these values on the District Summary Data page

An FTE Calculator spreadsheet is available on the OSDE-SES website to assist with FTE calculations. You may access it here: <https://sde.ok.gov/end-year-data-reporting>.

## DEFINITIONS

The following are types of related services personnel categories that are permitted values in the data submission and the services each position *could* provide to children with disabilities. If a service category is not listed here, districts do not need to report it.

### Audiologists

- a. Identify children with hearing loss;
- b. Determine the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- c. Provide habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- d. Create and administer programs for prevention of hearing loss;
- e. Counsel and guide children, parents, and teachers regarding hearing loss; and
- f. Determine the children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Visit the following link to verify an Audiologist license or to get information about licensing: [https://www.ok.gov/obespa/LICENSE\\_INFORMATION/License\\_Verification/index.html](https://www.ok.gov/obespa/LICENSE_INFORMATION/License_Verification/index.html).

### Speech-Language Pathologists and SLPAs

- a. Identify children with speech or language impairments;
- b. Diagnose and appraise specific speech or language impairments;
- c. Refer for medical or other professional attention necessary for the habilitation of speech or language impairments;
- d. Provide speech and language services for the habilitation or prevention of communicative impairments; and
- e. Counsel and guide parents, children, and teachers regarding speech and language impairments.

Visit the following link to verify a license for a Speech-Language Pathologist or Speech-Language Pathology Assistant: [https://www.ok.gov/obespa/LICENSE\\_INFORMATION/License\\_Verification/index.html](https://www.ok.gov/obespa/LICENSE_INFORMATION/License_Verification/index.html).

NOTE: This does not include speech teachers who are reported in FS070 Special Education Teachers or FS112 Special Education Paraprofessionals.

## **Interpreters**

Provide services to children who are deaf or hard of hearing such as:

- a. Oral transliteration services and/or cued language transliteration services; and/or
- b. Sign language interpreting services.

Certification requirements: Bachelor's degree, or work a minimum of 3 years in an area related to deaf education; and maintain certification at a minimum level of QAST III, EIPA 3.5, ESSE 3.5, RID, NIC, or NAD.

**NOTE: This does not include English language interpreters.**

## **Psychologists and Psychometrists**

- a. Administer and interpret of psychological and educational tests and other assessment procedures;
- b. Obtain, integrate, and interpret of information about child behavior and conditions relating to learning;
- c. Consult for planning school programs to meet the special needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
- d. Plan and manage a program of psychological services, including psychological counseling for children and parents; and
- e. Assist with development of positive behavioral intervention strategies.

Visit the following link to check the NCSP status of a particular individual: <https://apps.nasponline.org/standards-and-certification/ncsp-verification.aspx>.

NOTE: When reporting psychologist FTE whose service time is divided between children with disabilities and children in the general population, base the reported FTE on just the percentage of time the psychologist works specifically with children receiving (or being evaluated for) special education and related services.

## **Occupational Therapists and OT Assistants**

Provide services intended to:

- a. Improve, develop or restore functions impaired or lost through illness, injury, or deprivation;
- b. Improve ability to perform tasks for independent functioning if functions are impaired or lost; and
- c. Prevent, through early intervention, initial or further impairment or loss of function.

Visit the following link for Occupational Therapist or Occupational Therapist Assistants license verification: [https://www.okmedicalboard.org/occupational\\_therapists](https://www.okmedicalboard.org/occupational_therapists).

## **Physical Therapists and PT Assistants**

Provide services intended to:

- a. Screen, evaluate, and assess children to identify movement dysfunction;
- b. Obtain, interpret, and integrate information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
- c. Provide individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.

Visit the following link for Physical Therapists or Physical Therapist Assistants license verification: [https://www.okmedicalboard.org/physical\\_therapists/search](https://www.okmedicalboard.org/physical_therapists/search).

### **Physical Education Teachers and Therapeutic Recreation Specialists**

- a. Provide special physical education, adaptive physical education, movement education, or motor development to children and youth with disabilities; and/or
- b. Assess leisure function, therapeutic recreation services, recreation programs in schools and community agencies, and leisure education.
  - In general, therapeutic recreation specialists apply recreation to assist with the treatment and/or maintenance of a student’s health status, functional abilities, recreational and leisure activities.

Visit the following link to verify a license for a therapeutic recreation specialist: [https://www.okmedicalboard.org/therapeutic\\_recreation\\_specialists](https://www.okmedicalboard.org/therapeutic_recreation_specialists).

### **Social Workers**

- a. Prepare a social or developmental history on a child with a disability;
- b. Counsel the child and family in groups and/or individually;
- c. Work in partnership with parents and others on those problems in a child’s living situation (home, school, and community) that affect the child’s adjustment in school;
- d. Mobilize school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
- e. Assist with developing positive behavioral intervention strategies.

Visit the following link to verify the license for a social worker: [https://pay.apps.ok.gov/medlic/social/licensee\\_search.php](https://pay.apps.ok.gov/medlic/social/licensee_search.php).

### **Medical/Nursing Service Staff**

- a. Provide medical services for diagnostic and evaluation purposes provided to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs; and/or
- b. Provide nursing services designed to enable a child with a disability to receive FAPE as described in the child’s IEP, with the exception of services related to medical devices that are surgically implanted (e.g., cochlear implants).

Visit the following link for to verify the license of a registered nurse, licensed practical nurse or advanced registered nurse practitioner: <https://okbn.boardsofnursing.org/licenselookup>.

### **Counselors and Rehabilitation Counselors**

- a. Guide individuals, families, groups, and communities by assisting them in problem solving, decision-making, discovering meaning, and articulating goals related to personal, educational and career development;
- b. Provide services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability; and/or
- c. Support or provide vocational rehabilitation services through vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.



Visit the following link to verify the license of a rehabilitation counselor, LPC, LMFT, or LBP: <https://www.ok.gov/behavioralhealth/counselor/app/>.

Visit this link to verify the license of a school counselor: <https://sde.ok.gov/teacher-certification>.

### **Orientation and Mobility Specialists**

- a. Provide services blind or visually impaired students to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and/or
- b. Teach students the following, as appropriate:
  - Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
  - How to use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
  - How to understand and use remaining vision and distance low vision aids; and/or
  - Other concepts, techniques, and tools related to orientation and mobility.

Visit the following link to verify the certification of an orientation and mobility specialist: <https://www.acvrep.org/verify>.

# EXITING

The OSDE-SES requires districts to report exits *from special education* for 14 to 21 year old students as part of the data collected for End of Year Reporting. It is reported to OSEP annually. Additional guidance can be found in the EDFacts File Specification FS009 - Special Education Exiting.

## Which students should be reported?

Report students with disabilities who were in special education at the start of the reporting period and who exited special education during the reporting period. Include students who were age 14 through 21 on Oct. 1 of the same school year.

## How are student counts reported by disability category for exiting?

Report students by one of the disability categories under IDEA. The disability category “developmental delay” should not be used because this report only includes students ages 14 through 21.

## How is this file used?

OSDE-SES uses this file to compute Indicators 1 (Graduation) and 2 (Dropout) for each district by removing the exit reasons of “Moved, Known to be Continuing,” “Transferred to Regular Education” and “Died.” It is assumed that all exit reasons reported are true and accurate upon certification.

## EDPlan to EDFacts Crosswalk of Exit Reasons

EDPlan Reason for Exiting	EDFacts Reporting Term
Transferred to Another School System	Moved, Known to be Continuing
Graduated with Diploma	Graduated with Regular High School Diploma
Exceeded Maximum Age	Reached Maximum Age
Dropped Out of School	Dropped Out
Unknown	Dropped Out
Withdrawn from school, under the age for compulsory attendance*	Dropped Out
Deceased	Died
Accepted LNH Scholarship	Transferred to Regular Education
Exit to Private School	Transferred to Regular Education
Home Schooled	Transferred to Regular Education
Return to Regular Education	Transferred to Regular Education
Previous IEP and Elig and Current Non-Elig Event**	Transferred to Regular Education

\*Not a valid exit reason for students in grades kindergarten and higher.

\*\* Not a “Reason for Exiting” - These students are still active.

## Exit from special education

In most cases, an exit from a district is the same as an exit from special education. If students drop out, graduate, die, or transfer to another district, the exit is consistent. There are some exceptions, however:

- › If students are no longer eligible for special education services, they remain in the district but exit special education. The record will remain active in EDPlan.
- › If students accept an LNH scholarship, or leave for home school or private school education, those students exit special education by relinquishing their right to FAPE and giving up the IEP. The district exit reason will be different than the special education exit reason (“Return to Regular Education.”)
- › When students exit by reaching the maximum age of 21 or 22, the special education exiting report accepts these reasons as valid, though the statewide exit report counts these as dropouts because they did not achieve a standard diploma.

## DEFINITIONS

### Reporting period

The current (or most recent) 12-month period beginning July 1 and ending June 30 as defined for reporting exits from special education by students with disabilities.

### Dropped out

These students were enrolled in an Oklahoma public school at the start of the reporting period but were not enrolled at the end of the reporting period, and did not exit special education any other way. 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, or who are exited with incorrect exit codes.

### Graduated with regular high school 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.”

### Moved, known to be continuing

These students moved out of the catchment area or otherwise transferred to another district and are known or believed 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. This also includes students who have moved out of state. An LEA does not need a request for records to verify the student is continuing their education.

## Reached 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.

- › Maximum age is 22 during the final school year of education, or age 21 if the student will turn 22 the following summer.
- › Do not use this exit reason if the student is 18 through 20 on October 1. We will count these as drop outs because the student has not actually reached the maximum age for services but has not graduated with a diploma.

## Transferred 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. See [34 C.F.R. §300.300\(b\)\(4\)](#).

If you have a student who is exiting to home school or private school, you must send a written notice informing the parents that the child will no longer receive special education services unless they re-enroll in the district. If a parent chooses to formally revoke consent for services (signing all MEEGS documentation, not a parent consent denial), then the district will need to conduct a new initial evaluation upon the return of the child (with parent consent).

## INSTRUCTIONS FOR DATA CALCULATION AND SUBMISSION

Exiting is currently collected through an EDPlan Insights report called “Exit Report.” Any students aged 14 and up on October 1 are included in the report if they began the fiscal year with an IEP and subsequently exited the district during the fiscal year. All exits are included.

For indicators 1 and 2, percentages of graduates and dropouts are calculated from this dataset. The denominator for both rates is count of students with IEPs, ages 14 to 21, who exited high school in the fiscal year with exit reasons “Dropped out” + “Exceeded Maximum Age” + “Graduated with a Diploma.” The numerator for the graduate rate is the count of exit reason “Graduated with a Diploma” and the numerator for the dropout rate is the count of exit reason “Dropped out.” Because the two indicators have the same data source and denominator, the rates now will add nearly to 100 for each district.

Districts do not need to submit a report for OSDE-SES to collect the data, but you do need to review the Exit Report to ensure that all students are included and their exit reasons are correct.

# EARLY CHILDHOOD OUTCOMES (ECOs)

The OSDE-SES requires districts to report all Early Childhood Outcomes at the student level as part of the data collected for End of Year Reporting. These are reported to OSEP annually in aggregate for the state through the SBP/APR and not in a separate file.

## **Which students should be reported?**

Children who are exiting a preschool program during the fiscal year should have ECO exit ratings completed in EDPlan if they have had at least six months of service on an IEP since program entry. This includes children who are no longer eligible for special education services and those who are exiting to kindergarten, exiting to private education or homeschool, or moving out of state. If students are transferring districts, ECO exit ratings will be completed by the receiving district if the transfer occurs during the school year.

In general, ECO entry ratings are expected for every child unless they are expected to advance to kindergarten within six months of the start of the IEP (disregarding the summer months). ECO exit ratings are expected for every child who has had entry ratings (and at least six months of service). Please see documents at the link posted below for more detail about which children should receive ECO entry and exit ratings.

## **How are these data used?**

OSDE-SES uses data from the Early Childhood Outcomes Report to compute Indicator 7 results (Early Childhood Outcomes) for each district. Each of the three outcomes is measured in two ways: percent of children who show substantial progress, and the percent of children who exit the program at peer-level. It is assumed that all entry and exit ratings and dates reported are true and accurate upon certification.

## **How is progress measured for these outcomes?**

Generally, progress is measured only through the ratings given. The calculations do not take into account the progress marker on the COSF (Child Outcomes Summary Form) page. Substantial progress, as measured in indicator 7.1 (A, B or C), is defined as an increase in at least one point on the seven point ECO scale from entry to exit. If a child makes progress but the rating remains the same from entry to exit (such as 3 at entry and 3 at exit), OSEP does not count that as “substantial” progress.

## **How are missing ECOs determined?**

A child is marked as missing an ECO exit rating when:

- a. the ECO exit ratings are not provided,
- b. The child has had an IEP for at least six months as of June 30 of the year the child is exiting the preschool program (that is, the child’s initial IEP had a start date prior to January 1 of their last year in an Oklahoma preschool), and
- c. The child is exiting a preschool program by advancing to kindergarten, exiting any Oklahoma public school for the foreseeable future, or ending the IEP (and eligibility). This includes examples such as parents declining to continue services, achievement of IEP goals, moving to another state, leaving for home school, etc.

## INSTRUCTIONS FOR DATA CALCULATION AND SUBMISSION

OSDE-SES provides a report in EDPlan Insights (the Early Childhood Outcomes Report) that districts should use to monitor ECO completion; it is the same report used by OSDE-SES to collect student outcome data. It provides a list of students who fall into the reportable age range and indicates whether a student is likely to need ECO exit ratings this fiscal year.

OSDE-SES will download this report at the state level and use the data for students listed therein to make the calculations for both Indicator 7 measures for all three outcomes. If a student is determined to need ECO exit ratings but does not have them, that record will be counted as a missing ECO record and it will count against the district for Indicator 7.

Some students are listed on the report who will eventually be cleared from the list as requiring ECOs, such as 3 year old children who have not had six months of services before exiting the program. It is impossible to take every individual scenario into account in the report, thus the data are cleaned once it is downloaded.

For this reason, it is essential that districts review the report and contact the OSDE-SES Data Team if any cases are in question. It is best to identify records that should be disregarded before District Data Profiles are shared back to districts in October.

### Calculating Indicator 7 Outcomes

OSEP requires that states report and calculate early childhood outcomes by first categorizing children into one of five groups:

- a. Children who did not improve functioning (decreased in rating)
- b. Children who improved functioning but not sufficiently to move nearer to functioning comparable to same age peers (stayed the same rating from entry to exit)
- c. Children who improved functioning to a level nearer to same-aged peers but did not reach it (began with rating 1-5 and exited with a rating 2-5 that is at least one point higher than at entry)
- d. Children who improved functioning to reach a level comparable to same-aged peers (entered with rating 1-5 and exited with rating 6-7)
- e. Children who maintained functioning at a level comparable to same-aged peers (entered and exited with rating 6-7)

Every child's results are marked as a, b, c, d, e or missing. Then, the district and state rates are made by counting how many fall into each category and making these calculations:

- ▶ A1, B1, C1: Of those preschool children who entered the preschool program below age expectation, the percent who show substantial progress by the time they exited the preschool program.

$$7.1 \text{ rate for each outcome} = (c + d) / (\text{total count} - e)$$

- ▶ A2, B2, C2: The percent of preschool children who were functioning within age expectations by the time they exited the preschool program.

$$7.2 \text{ rate for each outcome} = (d + e) / (\text{total count})$$

*NOTE: The total count includes the number of records with missing ECO data.*

See <https://sde.ok.gov/special-education-early-childhood-outcomes> for more resources.

## CHILD FIND

The OSDE-SES requires districts to report the number of children who were evaluated within 45 school days of receiving parental consent for initial evaluation as part of the data collected for End of Year Reporting. The results are reported to OSEP annually in the SPR/APR as a check of SEA and LEA compliance with the IDEA.

### **Which students should be reported?**

Report all children with disabilities aged 3-21 who received parental consent for an initial evaluation in the fiscal year (July 1-June 30), including students for whom an initial parental consent for evaluation was obtained and the student moved before the eligibility determination. Exception: do not report a consent if the evaluation is due the following school year.

### **How are these data used?**

OSDE-SES uses data from the District Summary Data page to compute Indicator 11 (Child Find) for each district by determining the number of students who did not have an evaluation within 45 school days of receiving parental consent. It is assumed that all reported dates are true and accurate upon certification.

## **INSTRUCTIONS FOR DATA CALCULATION AND SUBMISSION**

The deadline set for completing the initial evaluation and eligibility determination does not apply to districts if: a) the parent of a child repeatedly fails or refuses to produce the child for the evaluation, or b) the child enrolls in a school of another public education district after consent has been obtained (but prior to completion in the original district).

OSDE-SES collects several data points to determine the percentage of timely completions for a district and the state as a whole. Districts submit their counts via the “District Summary Data” page in EDPlan. Each district self-reports the number of evaluations and eligibility determinations that were completed timely, the number that were not timely because of either of the two family reasons, and the number that were not timely due to any other reason (all other delays are un-excused).

Because this is a compliance indicator under IDEA, the state and therefore every district is expected to be 100 percent compliant. To determine the rate of compliance, the following calculation is made:

$$\# \text{ completed timely} / (\text{full total} - \# \text{ delayed for family reasons})$$

A report is available in EDPlan Insights that districts may use to monitor timeliness; it is called the Eligibility Timeline Report. OSDE-SES also uses this report to verify the accuracy of the count submitted by districts for indicator 11 annually. If a district does not report any delays, yet this report reflects one or more delayed eligibility determinations (or more delays are listed on this report than are self-reported), the district will be asked to explain the data discrepancy. If the state ascertains that any eligibility was delayed for reasons other than family, the district will be determined noncompliant for indicator 11 and the data that were submitted will be revised to reflect the new findings.

## EARLY CHILDHOOD TRANSITION

The OSDE-SES requires districts to report the timeliness and completion of transition outcomes for all children referred by the Part C program (SoonerStart) to a Part B program prior to age 3 as part of the data collected for End of Year Reporting. The results are reported to OSEP annually as part of the SPP/APR as a check of SEA and LEA compliance with the IDEA.

### Which students should be reported?

Report all children with disabilities who are referred by SoonerStart for part B services throughout the fiscal year (July 1-June 30) and who reach their third birthday in the same FY. Children who will turn three the following fiscal year will be reporting in the next reporting period.

### How are these data used?

OSDE-SES uses data from the District Data Summary page to compute Indicator 12 (Early Childhood Transition) for each district by determining the percentage of children whose transition (eligibility determination and IEP, if necessary) was completed by the third birthday if referred by SoonerStart. It is assumed that all reported dates are true and accurate upon certification.

## INSTRUCTIONS FOR DATA CALCULATION AND SUBMISSION

The third birthday deadline for completing the eligibility determination and IEP does not apply to districts if: a) the parent of a child does not provide consent for evaluation or repeatedly fails or refuses to produce the child for the evaluation (including moving out of the district), or b) the child was referred to and determined eligible for Part C services within 90 days of the third birthday.

OSDE-SES collects several data points to determine the percentage of timely completions for a district and the state as a whole. Districts submit their counts via the “District Summary Data” page in EDPlan. Each district self-reports the number of referrals, whether any referred child was determined eligible or not, and the timeliness of those determinations. The reasons for delay must also be provided for any transitions that were not completed by the third birthday. Districts must report:

- a. # of those found eligible who have an IEP developed and implemented by their third birthday.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthday.
- c. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- d. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- e. # of children whose determination (and IEP) were not completed by the third birthday for any other reason.



Because this is a compliance indicator under IDEA, the state and therefore every district is expected to be 100 percent compliant. To determine the rate of compliance, the following calculation is made:

$$\frac{\text{Total completed timely that resulted in IEPs}}{\text{Full total} - \text{timely but ineligible} - \text{family reasons} - \text{late referral to Part C}}$$

Districts may use the EC Transition Report in EDPlan Insights to monitor SoonerStart referrals and transition timeliness. It provides a list of children referred from SoonerStart to the district as well key dates and event information.

## SECONDARY TRANSITION

The OSDE-SES requires districts to report the percent of youth with IEPs aged 16 and up, or entering the 9th grade, who have an IEP that meets all secondary transition requirements, as part of the data collected for End of Year Reporting. The results are reported to OSEP annually as part of the SPP/APR as a check of SEA and LEA compliance with the IDEA.

The secondary transition requirements are:

- › The IEP includes post-secondary goals
  - Goals are updated annually
  - Goals are based on age-appropriate transition assessment
- › The IEP includes:
  - goals related to transition services needs
  - transition services that will reasonably enable the achievement of post-secondary goals
  - Services reflect courses of study relevant to goals
- › Student was invited to the IEP Team meeting
- › Relevant related agency representatives were invited with consent

### Which students should be reported?

Report all students with IEPs aged 16 and older or in 9th grade and above.

### How are these used?

OSDE-SES uses IEP completion data collected from districts to compute and report Indicator 13 (secondary transition) for each district. Because EDPlan has rules in place that require transition elements to be completed before an IEP can be finalized, a finalized IEP is considered compliant. It is assumed that all monitored dates and transition goals are true and accurate upon certification.

## INSTRUCTIONS FOR DATA CALCULATION AND SUBMISSION

The Secondary Transition Report in EDPlan Insights is used to collect the IEP status for secondary students. Districts may use this report to monitor their compliance with indicator 13 throughout the year. It marks whether an IEP is compliant as of June 30.

However, OSDE-SES also reviews the status of IEPs prior to that date, having found in recent years that some districts are not maintaining up-to-date IEPs for students during the academic year. Any IEPs that are significantly out of date (no more than two weeks) at the end of the year (measured in mid-May and on June 30) will be marked as noncompliant. OSDE-SES monitors the quality of the transition requirements outside of the indicator 13 data collection.

# FREQUENTLY ASKED REPORTING QUESTIONS

This section contains a list of frequently asked questions that arise from district superintendents and special education directors regarding End of Year Reporting. The purpose of this section is to provide detailed answers to these specific questions.

## DISCIPLINE FAQs

### **How do I report services for children who are removed for disciplinary purposes?**

If services are NOT provided during the time of suspension, dates that services are provided are reported in the following format: 1/1/1900. If there are multiple dates that services are not provided, a semicolon (;) will be placed in between each of those dates.

### **Can only specific discipline reasons/behaviors be reported?**

Only in school suspension, out of school suspension, due process hearing officer determination, or interim alternative education placement events should be reported (e.g., no detentions, verbal reprimands, etc.).

### **Is ALL discipline reported or only events that are of 10 days or more?**

All disciplinary actions that accumulate to 0.5 days of disciplinary action throughout the course of the school year per an individual student must be reported. Best practice is to report each incident of ISS or OSS regardless of number of hours. The total time spent in discipline will be summed by the system across all events.

### **If Other is chosen for the discipline reason, should the specific offense be mentioned in the notes?**

If Other is chosen for the discipline reason, notes should be added about the disciplinary event and the reason. Most offenses will be for reasons other than drugs, weapons and SBI. It is important to document the reasons for discipline.

### **Are discipline data in the WAVE and EDPlan interconnected?**

No. Districts do not uniformly report disciplinary events through their student information systems, so the data cannot be imported into EDPlan.

## PERSONNEL FAQs

### **What is FTE, and how should it be calculated?**

FTE stands for full-time equivalent, and represents the percentage of full-time work that a person spends as a related service provider or paraprofessional serving students with disabilities. Information regarding FTE and how it is calculated can be found in the personnel sections of this guidebook.

### **How are contracted professionals reported?**

The district that pays the contracted personnel directly is the district that is responsible for reporting the FTE rate. The hours worked for that district are counted, and may include indirect services such as meetings, maintaining paperwork, etc. If a district uses the services of an outside organization that is not paid directly by the district, those hours are not reported (such as a local counseling service).

## **How are cooperative services reported?**

If the district pays a cooperative or interlocal agency to provide services, whoever manages the centralized services must assist member districts with the calculations of FTE.

For example: a SLP works full-time for a coop that serves six districts. The coop must determine the FTE percentage for each of the six districts and share that information with each one. The total should add to 1.0 (0.1 in district A, 0.25 in district B, etc.).

## **EXITING FAQs**

### **Are students who transfer out of the district counted?**

The graduation and dropout rate calculations exclude transfer students in both the numerator and denominator.

### **Do you exit students as Graduated with Diploma at the completion of their 8th grade year?**

No. Only students who are graduating from the 12th grade with a diploma should be exited as Graduated with Diploma. Students who will be entering the 9th grade should not be exited from their current school until they are enrolled in a high school, at which time the records of that student will be requested from the previous school. Exits should process automatically.

### **When are graduating students to be exited in EDPlan?**

Students should be exited as graduates from EDPlan as soon as the graduation date has passed, and it has been confirmed that the Summary of Performance to graduate with a high school diploma has been completed. Students who have met the requirements for graduation should be exited prior to June 30 of that school year (prior to the end of the fiscal year). Delayed exits may cause problems for the Exit Report.

### **When students are exited as “Unknown” and the reason is revealed later, should the reason for exiting should be changed in EDPlan to reflect the updated information?**

Yes. The Unknown exit reason is meant to be temporary only. As soon as a more precise reason is identified, this should be updated in EDPlan. If exit reason is NOT updated, the unknown will be counted as a dropout.

### **How are underclassmen who are set to graduate while in an alternative school handled?**

Alternative students' graduating status is to be viewed in terms of their academic credits, not their chronological/actual age. For example, if a 17 year old junior meets the academic standards for graduation, they should be exited as Graduated with Diploma. In the case of a 19 year old Senior that does not meet the academic standards for graduation, they should not be exited as Graduated with Diploma.

### **What is “Withdrawn from school, under the age for compulsory attendance”?**

This exit reason should only be used for very young children before they enroll in Kindergarten (before the age of compulsory attendance). If used for a secondary student, the reason will be converted to a dropout because it is not valid.

## MISCELLANEOUS FAQs

The following questions cover a range of topics that are related to data reporting and various aspects of EDPlan.

### **Does a transfer of parent consent impact the 45-school day timeline?**

- › Yes, for the sending district: The consent must be counted by the sending district in the annual Indicator 11 report as a non-completion due to the child moving districts during the evaluation timeframe. The receiving district will not report the consent in its data.
- › Yes, for the receiving district: the original 45-school day deadline does not apply to the receiving district, although the IDEA mandates that the new district will make sufficient progress to ensure a prompt completion of the evaluation. The parent and district must agree to a specific time when the evaluation will be completed, but OSDE-SES recommends that these children are evaluated within ten days of receiving the proper information.

### **How is a student with no STN entered into the system?**

STNs without STNs are not added to EDPlan because they do not have an active enrollment in the Wave. Once the STN is assigned and verified as unique, an open record will be created in EDPlan for district modification.

### **Do students who are new to EDPlan have their information transferred from SIS?**

Normally, yes. Certain circumstances may arise that cause delays in the transfer of information between systems (e.g., inconsistent or missing student information). If the student in question is not in EDPlan, check with your SIS personnel to ensure that there are no issues with a particular student's enrollment information to begin. Please then contact the SES data team for additional assistance.

### **What information is entered into the District Summary Data page manually, and what information will be transferred from EDPlan?**

All data must be entered into the District Summary Data page manually. None is imported.

### **If June 30 falls on a weekend, when will EOY data be collected?**

The data will be collected on the next business day.

### **Is there any report that can be run in EDPlan by districts to ensure data are current and correct?**

There are many. Please view the Understanding and Utilizing Advanced Reports Manual for further information about how to view and understand EDPlan data reports.

### **Is it possible for 2 year old students to have information in EDPlan?**

Yes. While it is possible for 2 year old students to have information in EDPlan, their records are not counted for any reporting purposes until their third birthday.

