

# 2026 Special Education End of Year Reporting

OSDE-SES Data Team



**OKLAHOMA**  
Education



# Overview: End of Year Data Collection

# Why do we collect “End of Year” data?

- Federal reporting requirements dictate which data elements states must collect and when for current fiscal year.
  - Oklahoma combines several data collections into one, calling it EOY.
  - Oklahoma is judged and scored for its compliance with data submission mandate: is it timely, accurate and complete?
  - By mandate, OSDE-SES must also ensure districts are compliant, timely and complete.

# What is an indicator?

- Indicators are measures of compliance and effectiveness of a district's implementation of Individuals with Disabilities Education Act (IDEA).
- IDEA Part B is a federal statute which deals with individuals ages 3 through 21 years of age who receive special education and/or related services.

# Federal Oversight Indicators

 EOY Indicators

1	Graduation	10	Dispro. Representation/Disability
2	Dropout	11	Initial Evaluation Timeliness
3	Statewide Assessment	12	Early Childhood Transition Timeliness
4	Discrepant Discipline (Suspensions)	13	Secondary Transition
5	Educational Placement (LRE, 6-21)	14	Post-School Outcomes
6	Early Childhood Environment (3-5)	15	Resolution Session Outcomes
7	Early Childhood Outcomes	16	Mediation Outcomes
8	Parent Involvement	17	State Systemic Improvement Plan
9	Disproportionate Representation	18	General Supervision

# Where is the Data Collected?

- 45-day Timeline/“Child Find” (Ind. 11)
- Early Childhood Transition (Ind. 12)
- CEIS Participation
- Personnel
- Secondary Transition (Ind. 13)
- Early Childhood Outcomes (Ind. 7)
- Discipline (Ind. 4A & 4B)
- Exiting (Ind. 1 & 2)
- Certification
- AR Reports Review

District Summary  
Data Page

Student-level Data  
in EDPlan

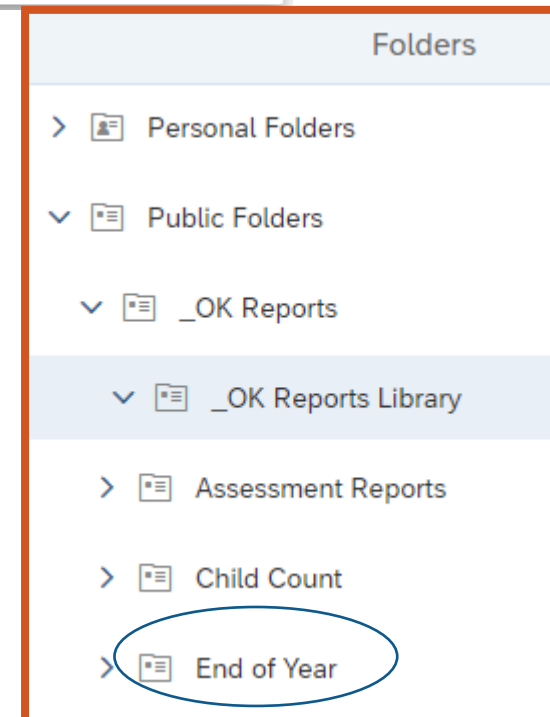
# 2026 Critical Deadlines

- Q: When is OSDE going to pull data from EDPlan?
  - A: July 1.
- Q: Will I have a clean-up window to change data in EDPlan?
  - A: Districts have from now until midnight on June 30.
- Q: When will Superintendents certify and how?
  - A: From July 2 – July 16 in the District Summary Data page.

**ALL DATA ENTERED BY JUNE 30!**

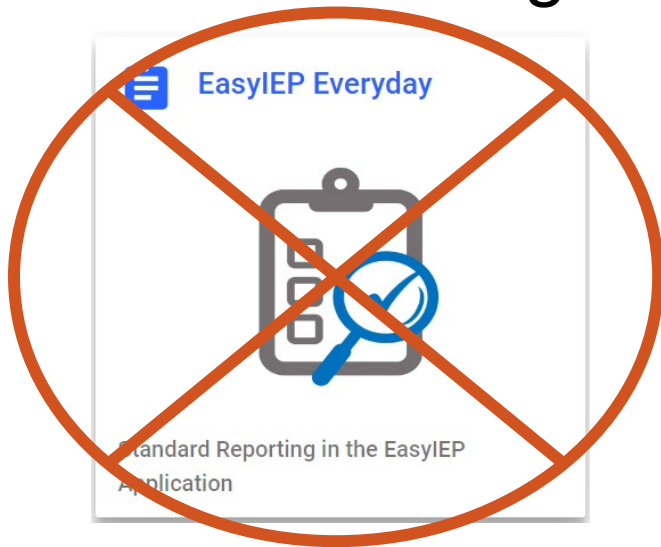
# How to Access Advanced Reporting

- In EDPlan, first open
    - Reports
    - Then EasyIEP Insights
  - Select:
    - \_OK Reports
      - \_OK Reports Library
        - End of Year folders
- ...to access the EOY reports



# Reports NOT to Use

- Avoid “EasyIEP Everyday” on Reports page
  - Not managed by OSDE. Potentially out of date!



▼ Create Report

B/

Service Log Reports

Misc

Data

End of Year

IEP

SoonerCare

General Reports

State

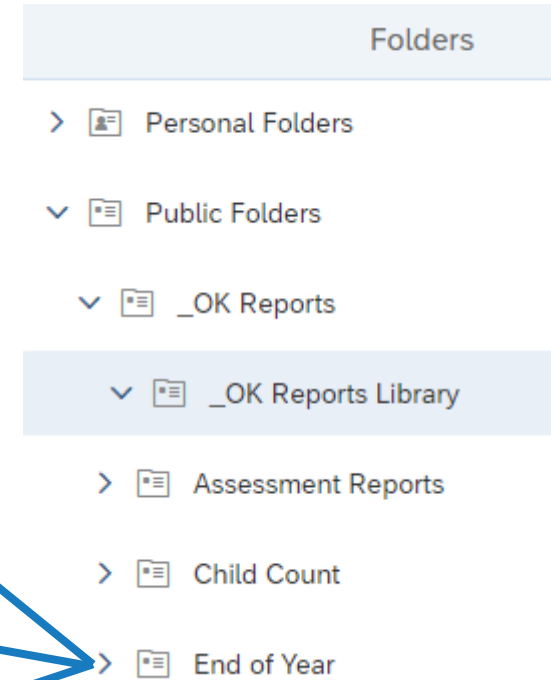
If you see this menu, you are on the wrong page!

☰ Service Log Report

- Use EasyIEP Insights Reporting System

# EOY Reports in AR

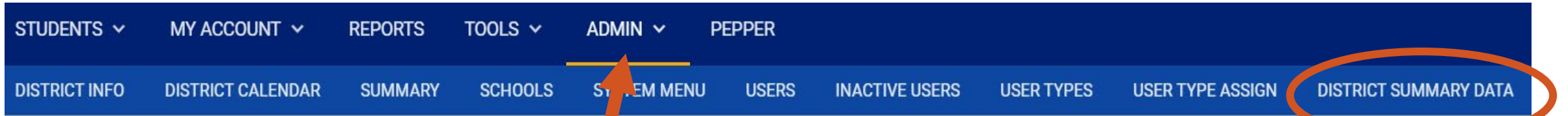
- Discipline Incident Report
- Discipline Report
- District Summary Data 11-12-EIS
- District Summary Data Personnel
- Early Childhood Outcomes
- Early Childhood Transition
- Eligibility Timeline Report
- Exiting Report
- Secondary Transition Report



# District Summary Data

Submit directly to OSDE-SES

# District Summary Data Page



- Access through the blue menu bar.
- Administrator access only.
- Zoom settings set too high in browser may affect its visibility
- Page may be saved and updated multiple times.
- Zeros required in empty boxes.
- Incomplete pages on July 1 are flagged as not timely and non-compliant

# Ind. 11: 45-day Timeline/“Child Find”

- Purpose: To report the total number of children for which parental consent to evaluate was received.
  - Number of children whose evaluations were completed within 45 school days
  - Total of evaluations completed beyond the 45-day timeline and reasons for the delay
- Two broad categories of delay:
  - Family reasons
  - Other reasons
- Relevant Insights Report: Eligibility Timeline Report

# Why was the evaluation delayed?

## Indicator 11: Child Find - Evaluation/Eligibility Timelines

Report timeliness for all initial evaluations for which parent consent was obtained, including students who move in from out of state or were determined not eligible at a prior evaluation.



- Include SoonerStart referrals in the count if you obtained consent for additional evaluations.
- Include all evaluation types, including for SLI.
- If an evaluation is due before the end of this school year and could not be completed, report this year under 2 (a, b or c), and check the appropriate reason for delay if 2.c.
- If consent is obtained this school year but is due next school year, report next year. \*Review the Eligibility Timeline Report in EDPlan Insights for a list of initial consents and timelines.

Total Count: Initial Consents for Evaluation

CalculatedNumber  
13

1. Count of initial evaluations completed within 45 school days:

1

2. For evaluations not completed within 45 school days:

a. Count of children who changed districts prior to eligibility determination

3

b. Count of children whose parents failed or refused to produce the child for evaluation

1

c. Count of all other late initial evaluations

8

If 2.c has at least one child counted, mark the reasons why the evaluation(s) were not completed within 45 days (select all that apply)

- LEAs' failure to follow appropriate procedures
- Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary
- Lack of appropriate resources
- Breaks in school calendars and/or staff not on contract
- Late referral from SoonerStart
- Parents did not show for scheduled eligibility meeting or delayed meeting
- Extreme weather or other atypical events such as pandemics

Family Reasons

Unexcused Reasons



If (2.c) has at least one child counted who transitioned from SoonerStart or was an Out-of-State transfer, you are required to produce a spreadsheet of students whose evaluations were not completed within 45 school days and the reason. Include the full name, STN, DOB and reason for delay in the spreadsheet. Upload it as a document to the LEA Documentation Library in EDPlan. To find a list of these students, click on the number in 2.c. Do not include information for students whose initial evaluations were not the result of a SoonerStart transition or Out-of-State transfer.

For all evaluations not completed within 45 school days, please indicate the MAXIMUM number of days BEYOND the 45th day needed to complete the most tardy evaluation.

1880

# How Indicator 11 Data is Captured

## ➤ Old Way

- Manually – Using the Eligibility Timeline Report, districts would manually enter data
- Templates were to be submitted for unexcused late evaluations

## ➤ New Way

- Initial Evaluation data is now captured in the MEEGs process and is entered into the District Summary Data page automatically
- Under most circumstances, templates will not be required to upload (two exceptions)

# Completing the MEEGs

## ➤ Excused Reasons

### ▼ Eligibility Timeline



This section has appeared because you are attempting to finalize an Eligibility Determination after the required timeline has passed. Please select the one most appropriate reason for the delay below, and if appropriate, indicate the date in which the district will complete the evaluation.

Parent Consent for Evaluation  
12/01/2025

Anticipated Date of required timeline for Eligibility  
02/17/2026

Calculated  
using district  
calendar

### Acceptable Exemptions from Timeline Requirement

- The parent repeatedly failed or refused to produce the child for the evaluation.
- The child transferred from the district that obtained consent prior to an eligibility determination. The receiving district has made progress towards completing the evaluation. The Parent and LEA agree to complete the evaluation on or before

(Required)

# Completing the MEEGs Cont...

## ➤ Unexcused Reasons

Reasons for Delay (not acceptable exemptions from timeline requirement)

---

- LEAs failure to follow appropriate procedures
- Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary
- Lack of appropriate LEA resources
- Breaks in School/District calendars and/or staff not on contract
- Late Referral from SoonerStart
- Parent did not show for scheduled eligibility meeting or delayed meeting
- Extreme weather or other atypical events such as pandemics

(Required)

Provide any additional information regarding the reason the eligibility was completed past the timeline

Describe

Indicator 11: Child Find - Evaluation/Eligibility Timelines

Indicator 11: Initial Evaluations Completed within 45 School Days



Search: \_\_\_\_\_



Student ID ↑↓	First Name ↑↓	Last Name ↑↓	DOB ↑↓	Consent Date ↑↓	Eligibility Date ↑↓	Days Between ↑↓
FDLFTEFUUSDNI	Fluff	Test	08/20/2015	03/02/2026	03/16/2026	10

Showing 1 to 1 of 1 entries

Previous 1 Next

BACK

Total Count: Initial Consents for Evaluation

Calculated Number  
13

If 2.c has at least one child counted, mark the reasons why the evaluation(s) were not completed within 45 days (select all that apply)

1. Count of initial evaluations completed within 45 school days:

1

2. For evaluations not completed within 45 school days:

a. Count of children who changed districts prior to eligibility determination

3

b. Count of children whose parents failed or refused to produce the child for evaluation

1

c. Count of all other late initial evaluations

8

- LEAs' failure to follow appropriate procedures
- Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary
- Lack of appropriate resources
- Breaks in school calendars and/or staff not on contract
- Late referral from SoonerStart
- Parents did not show for scheduled eligibility meeting or delayed meeting
- Extreme weather or other atypical events such as pandemics

Indicator 11: Child Find - Evaluation/Eligibility Timelines

Indicator 11: Late Evaluations Due to District Transfer



Search: \_\_\_\_\_



Student ID ↑↓	First Name ↑↓	Last Name ↑↓	DOB ↑↓	Consent Date ↑↓	Eligibility Date ↑↓	Days Between ↑↓
7968	Frances	Test	08/20/2015	10/25/2024	03/23/2026	261
00060065	Jodi	Macgood	01/25/2022	05/12/2025	02/26/2026	137
00090055	SchoolWeek	Test	01/25/2020	08/19/2025	02/26/2026	126

Showing 1 to 3 of 3 entries

Previous 1 Next

Total C

BACK

1. Count of initial evaluations completed within 45 school days:

1

2. For evaluations not completed within 45 school days:

a. Count of children who changed districts prior to eligibility determination

3

b. Count of children whose parents failed or refused to produce the child for evaluation

1

c. Count of all other late initial evaluations

8

- LEAs' failure to follow appropriate procedures
- Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary
- Lack of appropriate resources
- Breaks in school calendars and/or staff not on contract
- Late referral from SoonerStart
- Parents did not show for scheduled eligibility meeting or delayed meeting
- Extreme weather or other atypical events such as pandemics

Indicator 11: Child Find - Evaluation/Eligibility Timelines

Indicator 11: Late Evaluations Due to Other Reasons

Search: \_\_\_\_\_

Student ID ↑↓	First Name ↑↓	Last Name ↑↓	DOB ↑↓	Consent Date ↑↓	Eligibility Date ↑↓	Days Between ↑↓	Late Reason ↑↓
2E14ST53	Samantha	Test	12/23/2005	09/25/2025	01/27/2026	77	Breaks in school calendars and/or staff not on contract
5243134	Duplicate	Test	09/20/2013	05/05/2025	02/10/2026	130	
845209	SSTransition	Test	02/03/2024	09/15/2025	02/20/2026	103	
EZUI128463753	Stuart	Kelly	07/20/2022	07/10/2025	02/26/2026	129	
OKC012715AA	Andrea	Asana	01/27/2023	01/12/2026	03/24/2026	51	

Showing 1 to 5 of 8 entries

Previous 1 2 Next

BACK

1. Count of children who were not evaluated within 45 school days of their eligibility determination date: 1

2. For evaluations not completed within 45 school days:

a. Count of children who changed districts prior to eligibility determination: 3

b. Count of children whose parents failed or refused to produce the child for evaluation: 1

c. Count of all other late initial evaluations: 8

Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary

Lack of appropriate resources

Breaks in school calendars and/or staff not on contract

Late referral from SoonerStart

Parents did not show for scheduled eligibility meeting or delayed meeting

Extreme weather or other atypical events such as pandemics

# Indicator 11 Reporting Exceptions

- Two scenarios in which a template is required
  - Out of State Transfer
  - SoonerStart Transition
- The overdue evaluation timeline panel on the MEEGs *only shows* for evaluations marked as Initial
- Will still be counted in indicator 11 but the reason for delay would not be checked
- In situations like these, a template would be required.

# Indicator 11 Reporting Exceptions Example

**Indicator 11: Late Evaluations Due to Other Reasons** X

Search: \_\_\_\_\_

Student ID ↑↓	First Name ↑↓	Last Name ↑↓	DOB ↑↓	Consent Date ↑↓	Eligibility Date ↑↓	Days Between ↑↓	Late Reason ↑↓
2E14ST53	Samantha	Test	12/23/2005	09/25/2025	01/27/2026	77	Breaks in school calendars and/or staff not on contract
5243134	Duplicate	Test	09/20/2013	05/05/2025	02/10/2026	130	
845209	SSTransition	Test	02/03/2024	09/15/2025	02/20/2026	103	
EZUI128463753	Stuart	Kelly	07/20/2022	07/10/2025	02/26/2026	129	
OKC012715AA	Andrea	Asana	01/27/2023	01/12/2026	03/24/2026	51	

Showing 1 to 5 of 8 entries

Previous 1 2 Next

**BACK**

2. For evaluations not completed within 45 school days:

a. Count of children who changed districts prior to eligibility determination 3

b. Count of children whose parents failed or refused to produce the child for evaluation 1

c. Count of all other late initial evaluations 8

- Breaks in school calendars and/or staff not on contract
- Late referral from SoonerStart
- Parents did not show for scheduled eligibility meeting or delayed meeting
- Extreme weather or other atypical events such as pandemics



If (2.c) has at least one child counted who transitioned from SoonerStart or was an Out-of-State transfer, you are required to produce a spreadsheet of students whose evaluations were not completed within 45 school days and the reason. Include the full name, STN, DOB and reason for delay in the spreadsheet. Upload it as a document to the LEA Documentation Library in EDPlan. To find a list of these students, click on the number in 2.c. Do not include information for students whose initial evaluations were not the result of a SoonerStart transition or Out-of-State transfer.

For all evaluations not completed within 45 school days, please indicate the MAXIMUM number of days BEYOND the 45th day needed to complete the most tardy evaluation.

1880

**SAVE**

## Indicator 12: Late IEPs After Third Birthday (Other Cases)



Search: \_\_\_\_\_

Student ID ↑↓	First Name ↑↓	Last Name ↑↓	DOB ↑↓	Consent Date ↑↓	Eligibility Date ↑↓	IEP Date ↑↓	Late Reason ↑↓
OKC012715AA	Andrea	Asana	01/27/2023	01/12/2026	03/24/2026	03/24/2026	

Showing 1 to 1 of 1 entries

Previous 1 Next

BACK



- Districts should include ALL students for whom they received an LEA notification from SoonerStart..
- A delayed referral is not considered excused unless the child is new to SoonerStart and the referral is made less than 3 months prior to the child's 3rd birthday (report in line 4).
- Review the Early Childhood Transition Report in EDPlan Insights for a list of children whose records have been electronically transferred to your district.

Total referred directly from SoonerStart (# of children who have been served in SoonerStart and referred for eligibility determination)	CalculatedNumber
7	7
1. Count of children determined NOT eligible for Part B services before their third birthdays.	1
2. Count of children found eligible who have an IEP developed and implemented by their third birthdays.	1
3. Count of children whose parents refused consent, could not ever be contacted, failed to produce the child for evaluation, changed districts, or declined services, causing delays to or halting the evaluation and IEP processes.	4
4. Count of children with an initial SoonerStart IFSP less than 90 days before their third birthdays (late referrals to SoonerStart). The Part B eligibility may or may not have been delayed.	0
5. Count of children whose IEPs were not completed on their third birthday and not included in above groups.	1

# Indicator 11 Reminders

- Report timeliness for all initial evals for which parent consent was obtained, including students who move in from out of state or were determined not eligible at a prior evaluation.
- SoonerStart referrals will be included in the count if consent for additional evaluations was obtained.
- If an evaluation is due before the end of the school year and could not be completed, it will be counted **THIS YEAR** under 2 (a, b or c) and check the appropriate reason for delay if 2.c.
  - If consent is received this school year but is due next school year, report **NEXT YEAR**.
- Update calendars in EDPlan.

# Eligibility Timeline Report

- Populates students who had an active initial parent consent at the start of the school year through June 30
- Counts school days between initial parent consent and eligibility determination, if event timeline is correct
  - Uses most recent parent consent event date to calculate days between consent and following event
  - Multiple consents may throw off timeline
- Used to validate indicator 11 numbers on District Summary Data page

# Ind. 12: Early Childhood Transition

- Purpose: to report the counts of eligibility outcomes for children transitioning from SoonerStart and the reasons for delay in completing evaluations and IEPs.
- Two broad categories of delay:
  - Family
  - Other
- Relevant Insights report: EC Transition Report

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

Family Reason

Other Reasons

## Indicator 12: Early Childhood Transition - Children with Disabilities Referred from Part C to Part B

Report timeliness of completion of early childhood transition for any child referred from SoonerStart to your district who will turn 3 before June 30 of this calendar year.



- Districts should include ALL students for whom they received an LEA notification from SoonerStart..
- A delayed referral is not considered excused unless the child is new to SoonerStart and the referral is made less than 3 months prior to the child's 3rd birthday (report in line 4).
- Review the Early Childhood Transition Report in EDPlan Insights for a list of children whose records have been electronically transferred to your district.

Total referred directly from SoonerStart (# of children who have been served in SoonerStart and referred for eligibility determination)

CalculatedNumber  
7

1. Count of children determined NOT eligible for Part B services before their third birthdays.

1

2. Count of children found eligible who have an IEP developed and implemented by their third birthdays.

1

3. Count of children whose parents refused consent, could not ever be contacted, failed to produce the child for evaluation, changed districts, or declined services, causing delays to or halting the evaluation and IEP processes.

4

4. Count of children with an initial SoonerStart IFSP less than 90 days before their third birthdays (late referrals to SoonerStart). The Part B eligibility may or may not have been delayed.

0

5. Count of children whose IEPs were not completed on their third birthday and not included in above groups.

1

If (5) has at least one child counted, mark the reasons why the IEP was not completed on or before their third birthday (select all that apply)

- LEAs' failure to follow appropriate procedures
- Breaks in school calendars and/or staff not on contract
- Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary
- Late referral from SoonerStart
- Lack of appropriate resources
- Parents did not show for scheduled eligibility or IEP meeting or delayed meeting
- Extreme weather or other atypical events such as pandemics



If (5) has at least one child counted, you are required to produce a spreadsheet of all transitions that were not completed prior to the student's third birthday (due to non-family reasons). Include the full name, STN, DOB and reason for delay in the spreadsheet. Upload it as a document to student 'Data Test' in EDPlan.

For all eligibility determinations and IEPs not completed by the third birthday, indicate the maximum number of days beyond the third birthday to implement the most tardy IEP.

## Indicator 12: Parent Action Delayed or Halted Eligibility/IEP Process



Search: \_\_\_\_\_

Student ID ↑↓	First Name ↑↓	Last Name ↑↓	DOB ↑↓	Consent Date ↑↓	Eligibility Date ↑↓	IEP Date ↑↓
CHI020614GMM	Gemma	Morrow	02/06/2023	09/12/2016		
TUL011514JFA	Jose	Alfaro	11/15/2022	07/22/2025	03/23/2026	03/23/2026
EZUI128463753	Stuart	Kelly	07/20/2022	07/10/2025	02/26/2026	02/26/2026
TAH052716TPH	Taylor	Hickman	05/27/2023	08/24/2016		

Showing 1 to 4 of 4 entries

Previous 1 Next

BACK

3. Count of children whose parents refused consent, could not ever be contacted, failed to produce the child for evaluation, changed districts, or declined services, causing delays to or halting the evaluation and IEP processes.

4



4. Count of children with an initial SoonerStart IFSP less than 90 days before their third birthdays (late referrals to SoonerStart). The Part B eligibility may or may not have been delayed.

0

5. Count of children whose IEPs were not completed on their third birthday and not included in above groups.

1

If (5) has at least one child counted, mark the reasons why the IEP was not completed on or before their third birthday (select all that apply)

- LEAs' failure to follow appropriate procedures
- Breaks in school calendars and/or staff not on contract
- Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary
- Late referral from SoonerStart
- Lack of appropriate resources
- Parents did not show for scheduled eligibility or IEP meeting or delayed meeting
- Extreme weather or other atypical events such as pandemics



If (5) has at least one child counted, you are required to produce a spreadsheet of all transitions that were not completed prior to the student's third birthday (due to non-family reasons). Include the full name, STN, DOB and reason for delay in the spreadsheet. Upload it as a document to student 'Data Test' in EDPlan.

## Indicator 12: Late IEPs After Third Birthday (Other Cases)



Search: \_\_\_\_\_

Student ID ↑↓	First Name ↑↓	Last Name ↑↓	DOB ↑↓	Consent Date ↑↓	Eligibility Date ↑↓	IEP Date ↑↓	Late Reason ↑↓
OKC012715AA	Andrea	Asana	01/27/2023	01/12/2026	03/24/2026	03/24/2026	

Showing 1 to 1 of 1 entries

Previous 1 Next

BACK

3. Count of children whose parents refused consent, could not ever be contacted, failed to produce the child for evaluation, changed districts, or declined services, causing delays to or halting the evaluation and IEP processes. 4

4. Count of children with an initial SoonerStart IFSP less than 90 days before their third birthdays (late referrals to SoonerStart). The Part B eligibility may or may not have been delayed. 0

5. Count of children whose IEPs were not completed on their third birthday and not included in above groups. 1

If (5) has at least one child counted, mark the reasons why the IEP was not completed on or before their third birthday (select all that apply)

- |                                                                                                                                        |                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> LEAs' failure to follow appropriate procedures                                                                | <input type="checkbox"/> Breaks in school calendars and/or staff not on contract                          |
| <input type="checkbox"/> Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary | <input type="checkbox"/> Late referral from SoonerStart                                                   |
| <input type="checkbox"/> Lack of appropriate resources                                                                                 | <input type="checkbox"/> Parents did not show for scheduled eligibility or IEP meeting or delayed meeting |
| <input type="checkbox"/> Extreme weather or other atypical events such as pandemics                                                    |                                                                                                           |



If (5) has at least one child counted, you are required to produce a spreadsheet of all transitions that were not completed prior to the student's third birthday (due to non-family reasons). Include the full name, STN, DOB and reason for delay in the spreadsheet. Upload it as a document to student 'Data Test' in EDPlan.

# Indicator 12 Reporting Notes

- Report timeliness of completion of early childhood transition for any child referred from SoonerStart to your district who will turn 3 before June 30 of this calendar year.
- Any student for whom the district receives an LEA Notification Form from SoonerStart, and who will turn 3 on or before June 30, 2026, will be counted as a referral. More information about the early childhood transition is available [here](#).
- If the electronic file transfer occurs, and the parents do not want to continue in Part B, complete a) the RED “parent is revoking consent for evaluation” or b) the MEEGS “parent is declining consent for initial placement.”

# Notes on EC Transition Continued

- Early Childhood Transitions with a late (less than 90 days) LEA notification
  - Late Referral *to* SoonerStart
    - A child with an initial SoonerStart IFSP less than 90 days before 3rd birthday would be considered as a late initial referral and would potentially count in reason 4 for Ind 12.
  - Late Referral *from* SoonerStart
    - A child with an initial SoonerStart IFSP more than 90 days old would be considered as a late initial referral and would be counted in reason 5.

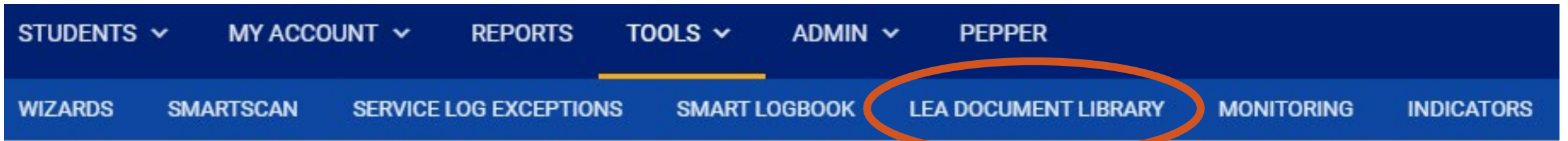
# Early Childhood Transition Report

- Pulls students who turn 3 during reporting period and whose records were digitally transferred to the LEA
- Displays whether students have eligibility and IEPs done by their 3rd birthday
- **Red Flags** tab shows potential issues with student information (missing STNs, incomplete IEPs, etc.)
- Used to validate indicator 12 numbers on District Summary Data page
- **\*New\*** LEA Notification Report to be added to AR

# Uploading Templates

- **Special Note: “All other late evaluations” if necessary**
  - 45-day Timeline List the specific names and STNs of students whose evaluations were late for a non-family reason *and* the reason for delay.
  - EC Transition List the specific names and STNs of students whose evaluations were late for a non-family reason and the reason for delay.
  - Upload the file in the Document Library in your EDPlan system in the “LEA Document Library.”
    - The suggested naming convention is: “45Timeline or EC Transition - YourDistrictName”

# Document Sharing Tool



- Tools
  - LEA Document Library
- Upload the appropriate template.
- Admin access only

# District Documentation

School Year  
2024-2025 ▼

- Uncategorized
- Compliance
- Caseload/Class Size
- End of Year
- PD Bonus
- District Determinations
- Indicator Toolkits
- Data
- Significant Disproportionate

LNH   DMC

Search: \_\_\_\_\_

Position <span>↑</span>	Category	Document Name	Uploaded By	Uploaded Date	Delete
No data available in table					

UPLOAD DOCUMENT(S)






SAVE



## Secure Document Upload



Permitted file extensions are: PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, PNG, XLSX, PPTX, and DOCX. No file may be greater than 1000.00 MB in size.

File	Name (if not provided, the file name will be used)	File Category
		<input type="text" value="Compliance"/>
		<input type="text" value="Caseload/Class Size"/>
		<input type="text" value="End of Year"/>
		<input type="text" value="PD Bonus"/>
		<input type="text" value="District Determinations"/>
		<input type="text" value="Indicator Toolkits"/>
		<input type="text" value="Data"/>
		<input type="text" value="Significant Disproportionate"/>
		<input type="text" value="LNH"/>
		<input type="text" value="DMC"/>

CLOSE

CONFIRM


# Thinks to Know

- These new features are not yet live. PCG have confirmed new features will be going live very soon
- Indicators 11 and 12 will no longer be editable on the District Summary Data page
- If a student is missing from either 11 or 12 on the District Summary Data page:
  - Most likely means something wasn't done correctly when doing the MEEGs/IEP
  - Check students record to ensure its accuracy

# Voluntary CEIS Student Reporting

- For each LEA that reserved funds, purpose is to report:
  - the count of students receiving voluntary “Coordinated Early Intervening Services” during the current school year, AND
  - the count of students who received voluntary CEIS at any time in the current or past two school years and received special education and related services during this school year.

✓ Provision of Early Intervening Services (EIS)

 If your district voluntarily set-aside special education funding this school year to support "Coordinated Early Intervening Services" (CEIS), you must report how many students received interventions provided by the funds (line 1) and how many subsequently received special education services (line 2). These funds would be set-aside as 623 funds.

Number of regular education students WITHOUT Individualized Education Programs (IEPs) who received early intervening services (EIS) during the current school year. These are students who received interventions provided by EIS funds.

Number of students served under Coordinated Early Intervening services and subsequently received special education and related services under Part B of IDEA during the preceding 2-year period.

# Personnel

- Purpose: To report a count of FTEs of related services personnel and paraprofessionals working in schools who serve students on IEPs for any amount of time during the week.
- Related services: fully certified and not
  - 11 discipline categories
- Paras: qualified and not
  - By age group

# Related Services Table & Para-Professional Table in DSD

Personnel



Report the proportion of "full-time equivalent" positions your district employs or contracts in each related service area. • Report the proportion of time worked (quarter time is 0.25). If a position is not full-time, do not report 1.0. • Only report the proportion of time worked that is in service to an IEP. For PE teachers, social workers, medical personnel and counselors, do not report unless a portion of their time is dedicated to providing specific "IEP related services" (time spent on IEP teams and evaluations can be included). • Coops/ILCs must calculate service provision across their member districts and provide those districts the FTE counts for Coop personnel.

Other Personnel Serving Students on an IEP ages 3-21

ParaProfessionals Serving Students on an IEP ages 3-21

Audiologists - FTE Fully Certified	<u>0</u>	Audiologists - FTE NOT Fully Certified	<u>0</u>
Speech-Language Pathologists - FTE Fully Certified	<u>0</u>	Speech-Language Pathologists - FTE NOT Fully Certified	<u>0</u>
Interpreters - FTE Fully Certified	<u>0</u>	Interpreters - FTE NOT Fully Certified	<u>0</u>
Psychologists - FTE Fully Certified	<u>0</u>	Psychologists - FTE NOT Fully Certified	<u>0</u>
Occupational Therapists - FTE Fully Certified	<u>0</u>	Occupational Therapists - FTE NOT Fully Certified	<u>0</u>
Physical Therapists - FTE Fully Certified	<u>0</u>	Physical Therapists - FTE NOT Fully Certified	<u>0</u>
PE Teachers and Recreation and Therapeutic Recreation Specialists - FTE Fully Certified	<u>0</u>	PE Teachers and Recreation and Therapeutic Recreation Specialists - FTE NOT Fully Certified	<u>0</u>
Social Workers - FTE Fully Certified	<u>0</u>	Social Workers - FTE NOT Fully Certified	<u>0</u>
Medical Nursing Service Staff - FTE Fully Certified	<u>0</u>	Medical Nursing Service Staff - FTE NOT Fully Certified	<u>0</u>
Counselors and Rehabilitation Counselors - FTE Fully Certified	<u>0</u>	Counselors and Rehabilitation Counselors - FTE NOT Fully Certified	<u>0</u>
Orientation and Mobility Specialists - FTE Fully Certified	<u>0</u>	Orientation and Mobility Specialists - FTE NOT Fully Certified	<u>0</u>

SAVE

# Calculating FTEs

- Include only personnel employed or on contract as of child count (October 1 of current school year).
- Count total average hours served with students on IEPs, by category.
  - Full time = 1; Half time = 0.5
  - 1 person does not equal 1 FTE, unless full time
  - Round to the hundredth decimal (0.00).
- If a service provider works even 5 hours per year with students on IEPs, count the hours as a % of FTE.
- See [FTE Calculator](#) for assistance.

# Examples: FTEs

## Part-time, Weekly

School week is 35 hours

**SLP** works 20 hours/week

$$\text{FTE} = 20/35 = 0.57$$

Full-time **Counselor** serves 3 students, 1 hour/week each

$$\text{FTE} = 3/35 = 0.0857 = 0.09$$

## Periodic Contracted

School month is average 140 hours; year is 1080 hours

**Psychometrist** works average of 11 hours/month

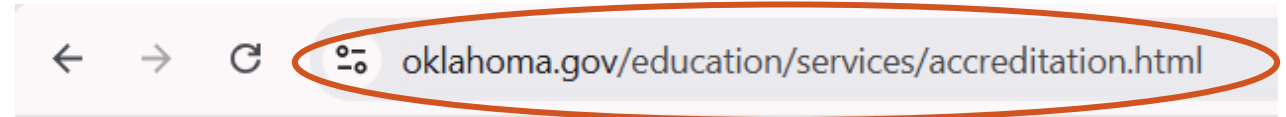
$$\text{FTE} = 11/140 = 0.0786 = 0.08$$

**Interpreter** works 5 hours/year

$$\text{FTE} = 5/1080 = 0.005$$

# Calculating School Year Hours

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



## Days to Hours

- [Instructions](#)
- [Worksheet](#)
- [House Bill 1864 Q&A](#)

Link: <https://oklahoma.gov/education/services/accreditation.html>

# Notes & Reminders

➤ Be careful of counts in these categories:

- PE teachers
- Social workers
- Medical/nursing staff
- Counselors

...if personnel work the majority of their time with children without disabilities, report *only* the portion of FTE that they work specifically with children with disabilities providing special education and related services.

➤ Assistants must be reported as *not fully certified*.

➤ Districts with unusual numbers will be contacted for clarification.

➤ We highly suggest using the FTE calculator.

# Coop and ILC Member Districts

- If a 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.)

# Paraprofessionals

- Report only paras who work with students with disabilities for any amount of time, unless a general para for a classroom.
- 3 to 5 age group: report only paraprofessionals working with preschool students
  - Do not include paras working with 5 year olds in kindergarten.
- 6 to 21 age group: report paraprofessionals serving students beginning in kindergarten
  - Include all kindergarten paras, regardless of children's age.

# Student-level Data

Review before retrieved

# Student-level Data

- Pulled directly from entries made in EdPlan
- Data entered for individual students
  - Early childhood outcomes (Ind. 7)
  - Secondary transition (Ind. 13)
  - Discipline information (Ind. 4A & 4B)
  - Exit reasons (Ind. 1 & 2)

# Indicator 7: Early Childhood Outcomes

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

- EDPlan: Early Childhood Data Collection in the IEP Process
- Relevant Insights report: Early Childhood Outcomes Report

# Content: Child Outcomes Summary Form

- Rate all three outcomes as compared to peers without IEPs at entrance to early childhood program and at exit:
  - Social & emotional skills
  - Acquiring and using knowledge and skills
  - Taking appropriate action to meet needs
- Record whether progress was made at exit.
  - [https://ectacenter.org/eco/assets/pdfs/decision\\_tree.pdf](https://ectacenter.org/eco/assets/pdfs/decision_tree.pdf)
  - [Early Childhood Outcomes: Best Practice](#)
  - [ECO: Entry/Exit Guidance](#)
- Beginning on 7/1/2026, generating a Child Outcomes Summary Form in the student's documents after completing ECOs will be required.

# COSF Criteria for Data Entry

- ECOs should reflect achievements made while receiving early childhood services, defined as “pre-kindergarten” (whether in a formal PK program or not)
- All students ages 3 to 5 in preschool should have ENTRANCE ratings if expected to receive services for at least 6 calendar months.
- EXIT ratings must be completed and posted by June 30 for students who have received IEP services for at least 6 months *and* are:
  - transitioning to kindergarten in the fall,
  - turning six prior to kindergarten, or
  - *no longer eligible for special education services. \*Whichever happens first!*

# Guidance on Entry Ratings

- Entry date should be no later than the IEP start date (*not* the evaluation date)
- Always provide an entry ECO rating:
  - Any three to five year old who enters as a “PK” student and will be receiving services as a PK student for at least six months
  - Entry ECO ratings are not required for:
    - Children who are first placed on an IEP in Kindergarten **or less than six months before ending participation in a PK program**
    - Children who will turn six in PK before receiving six months of services

# ECO Entry Rating Scenarios

- Aaron joins your public PK program in August at age of 4. The following February he is determined eligible for special education services and has an IEP...
- If he will continue in PK as a 5 year old: entry ECOs required.
- If he will enter KG as a 5 year old: entry ECOs *not* required.

# Guidance on Exit Ratings

- Exit date should be date completing PK/or last day of PK services *or* date of IEP completion
- Always provide an exit ECO rating if a child has 6+ months of service AND:
  - **Is three to five years old and is no longer eligible for special education services (eg, dismissed from spec. ed)**
  - Will definitely start Kindergarten the next fall (regardless of age)
  - Has started kindergarten without receiving exit ECO ratings earlier (can use date of rating as exit date)

# ECO Exit Rating Scenarios

- Kate has received speech services since she was 3. She is now 5 and has entered KG: exit ECOs required ASAP.
- Brittany has received speech services since she was 3. She is now 4 and no longer needs the services and has been dismissed from special education: exit ECOs required.
- Andy is starting KG and will turn 6 in October. His first IEP started in April: exit ECOs *not* required (entry not required either).

# ECOs: What if...

- A child leaves, moving to a new district while still in PK?
  - Exit ratings become the responsibility of the new district.
- A child leaves your district at the end of PK?
  - Exit ratings are your responsibility. Enter them before the transfer or share with the new district.
- A child comes to my district missing the proper exit ratings?
  - Contact the previous district for input and data regarding skill status at the end of their services at the previous district.
- I forgot to complete or enter them on time?
  - Complete and/or enter them as soon as possible. Missing exits will be counted against the district on the end of year report.

# Early Childhood Outcomes Report

- Pulls students who are in preschool or 5 in KG
- Displays entry and exit dates and ratings on EC outcomes, and improvement status
- **Red Flags** tab shows issues with incorrect or missing information...students on this tab may not be counted
- Used for indicator 7 calculation
- Report to Megan or Data Team report discrepancies

# ECO Report Notes

Student Last Name	Student First Name	Age	Grade Code	6th Birthday	Current IEP Date	Non-Elig Date	Student Status	Note
Test	October	5	PK	10/13/20	4/3/20	10/28/19	Active	ECOs required this SY

- Non-eligibility date: if more recent than current IEP date, ECOs required ASAP.
- “Note” tells you whether ECOs required or “may be needed” this SY.
  - “May be needed” is based on unknowns: we do not know at the state whether a child will be in KG the following year. Review locally.

# Early Childhood Outcomes Resources

- **An overall ECO module** – This module can be accessed at OSDE Connect: [Early Childhood Outcomes](#)
- **Practice scenario module** – This can be accessed at the [ECTA Child Outcomes Summary-Practice Scenarios](#)
- **An ECO data analysis recorded training** – [Recording](#) and [Slide Deck](#)
- **Come and go ECO Data Dig**
  - When? May 8<sup>th</sup> from 10:00am – 11:00am
  - [Registration](#)

# Indicator 13: Secondary Transition

➤ Purpose: To report the percentage of students whose IEPs meet the secondary transition requirements. Two parts:

## ➤ 13A

- Students of secondary transition age (ages 15 – 21), an IEP, including all required transition components, has been completed annually on or before the anniversary date.

## ➤ 13B

- Goals based on age-appropriate transition assessment
- Goals related to transition service needs
- Transition services that will reasonably enable the achievement of post-secondary goals
- Services include courses of study relevant to goals
- Evidence of student invitation to the IEP meeting

# Sec. Transition Compliance

- Students in high school must have a current IEP
  - Out of date IEPs are considered non-compliant
    - Next IEP date must be after Jun 30, 2025.
  - Students exiting your school must have IEPs current at time of exit
    - Late exits will complicate the compliant check
- OSDE-SES will review the status of IEPs in early May, 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 out of date when the check is conducted will be marked as noncompliant.

# Sec. Transition Reminders

- Required for students on or before their 15<sup>th</sup> birthday or before the beginning of the student's ninth-grade year, whichever comes first
- When finalizing IEPs or completing the “summary of performance” for graduates:
  - Update all contact in the SIS for post-secondary outcome data collection, including student's email and phone number

# Secondary Transition Report

- Pulls students who are at least in 9th grade or 15 years old and the end date of the currently active
- **Red Flags** tab shows students with out-of-date IEPs and IEPs that will be out of date as of June 30.
- Used for indicator 13 calculation

# Sec. Transition Compliance Reviews

## ➤ DDP and Determination

- All applicable districts will be measured for timeliness on 13A
- 93 districts in DMC cohort 1 will be measured for compliance in both 13A **and** 13B
  - For 13B, a random sampling of student records selected to ensure compliance
  - Sample size based on overall sample (anywhere from 3-35 records)

## ➤ The same process will be conducted for Prong II reviews

## ➤ Prong II reviews will only be conducted in areas where non-compliance is identified

# Discipline

- Purpose: To report ALL disciplinary **removals** for students with IEPs (ages 3-21) according to OSEP reporting requirements. Feeds indicator 4 and significant disproportionality calculations.
- Types of Disciplinary Removals to Report:
  - In-School Suspension (ISS)
    - Informal Removals
  - Out-of-School Suspension (OSS)
  - Unilateral removal to Interim Alternative Educational Setting (IAES)
  - Removal by hearing officer to IAES

# Differences in Types of Discipline

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

# Discipline Reporting Notes

- Enter each removal of an hour or more.
  - Removals that are permitted by the IEP or as part of a BIP are not considered disciplinary removals and are not reported.
- Enter removals for students no longer active in your district, if the removal occurred while actively enrolled and on an IEP.
  - If removal occurred while student was active in the district and the student has since left, their record will need to be reactivated, discipline entered and re-exited.
  - If prior to having an IEP, do not report
  - Do not report if on a 504 plan.
- Review the weapons, drugs and SBI definitions to avoid mis-reporting.
- Enter *all* Restraint/Seclusion, corporal punishment incidents.

# Entering Discipline

- Enter each discipline incident in EDPlan for any student. Open Processes then the “Discipline Info” tab.
- You will first be asked to report whether services were provided during the removal.

The screenshot shows the EDPlan interface for entering a discipline incident. The top navigation bar includes 'edplan', 'STUDENTS', 'MY ACCOUNT', 'REPORTS', 'TOOLS', 'ADMIN', 'PEPPER', and 'C. TEST'. Below this is a secondary menu with 'STUDENT PROFILE', 'PERSONAL', 'PARENTS/TEAM', 'CONTACT LOG', 'PROCESSES', 'DOCUMENTS', and 'STUDENT HISTORY'. The breadcrumb trail reads 'REFERENCE SYSTEM / STUDENTS / PROCESSES / DISCIPLINE INFO'. The student name 'Chuck Norris Test' is displayed in the top right. The form contains the following fields:

Removal/Expulsion:	<input type="text"/>	Offense:	<input type="text"/>
Number of Days:	<input type="text"/>	Person Taking Action:	<input type="text"/>
Date Discipline Begins:	<input type="text"/>	Date Discipline Ends:	<input type="text"/>
Parent Notification:	<input type="text"/>		
Notes:	<input type="text"/>		

At the bottom of the form is a green button labeled 'UPDATE THE DATABASE'.

**Note:** Discipline Templates are available (located on the EOY Resources page) to upload multiple incidents at one time. Discipline Template uploads are **not** required but are available to districts that have hundreds or thousands of incidents to enter.

# Entering Restraint/Seclusion, Corporal Punishment

- Complete Restraint/Isolation Tracker (Location, Date, etc.) and click the appropriate button.
- Complete form on next page and save.

The screenshot shows a web application interface for entering student incidents. At the top, there is a dark blue navigation bar with menu items: STUDENTS, MY ACCOUNT, REPORTS, TOOLS, ADMIN, PEPPER, and C. TEST. Below this is a lighter blue bar with: STUDENT PROFILE, PERSONAL, PARENTS/TEAM, CONTACT LOG, PROCESSES, DOCUMENTS, and STUDENT HISTORY. The breadcrumb trail reads: REFERENCE SYSTEM > STUDENTS / PROCESSES / SECLUSION/RESTRAINT. The user's name, Chuck Norris Test, is in the top right. The main heading is "Restraint/Isolation Tracker" for "Student: Chuck Norris Test". The form contains the following fields: Name: Chuck Norris Test, Age: 9, Disability: Developmentally Delayed, School: A Name Change School, Grade Level: 2nd Grade, Date of Incident: (calendar icon), Location in School Facility: (dropdown menu), and Location Details: (text input). At the bottom, there are three green buttons: RECORD RESTRAINT, RECORD ISOLATION, and RECORD CORPORAL PUNISHMENT.

# Discipline Incident Report

- Pulls students who have had at least one discipline event entered or uploaded to EDPlan
- Displays all distinct discipline events for each student
  - Includes type and days
- **\*Important\*** - Compare discipline incidents that have been entered in the SIS to incidents entered in EDPlan to ensure consistency. Ideally, total incidents in the SIS should match the same number of records in the discipline incident report, but it's not required that they be equal.

# Discipline Report

- Pulls students who have had at least one discipline event entered or uploaded to EDPlan
- Displays aggregated discipline event data for each student
- Breaks down discipline event information by type and days disciplined
- Used for indicator 4 calculation and significant disproportionality calculations

# Exiting

Purpose: To report the count of students (ages 14-21) who exited districts by reason. Feeds the graduation and drop-out calculations.

- Reasons for exit that are included in the collection:
  - Dropped Out of School
  - Graduated with Diploma
  - Moved, known to be continuing
  - Reached maximum age
  - Return to education
- ***Non-eligibility events are considered SPED exits. Do not use “Parent is revoking consent for evaluation” to remove a student from an IEP or in the RED process.***

# Exit Reason Notes

- “Withdrawn before the age of compulsory attendance” is not a valid code for secondary students. Counted as a dropout.
- Students presumed to enroll who never show at start of year:
  - Exit in EDPlan with “Deleted Enrollment...incl. no shows” code
- “Reached maximum age” is not a valid code for 18-20 year-old students.
  - Maximum age is 22 during the final school year of education, or age 21 if the student will turn 22 the following summer.
  - Counted as a dropout if used for a younger student.
- Code your OAAP graduates with exit type code 1921 and exit type other code “HSA”
- Students who return in the same SY are not dropouts.

# Exiting and your SIS

- Exits should happen automatically based on the SIS entry
  - Ensure students exited correctly *in the SIS*
  - Can update in EDPlan if exit reason or date needs corrected and it does not pull from the SIS
- If your vendor or district delays processing exits:
  - Manually exited students may not stay exited
  - Exit and secondary transition reports may not be correct
  - May appear noncompliant because of an active but exited record

# Exiting and EOY Certification

- Not included in June 30 EOY reporting deadline.
  - The exiting report may not be final by June 30, depending on vendor and district exiting practices
  - Review prior year exits in Exiting Report by August 30 for accuracy. Compare to Accountability.
- Exiting appeals will begin in late August.
- Will pull report and check against Accountability exit reasons at the start of September.

# Exiting: What if...

- A student I exit keeps re-activating?
  - Check the exit coding in the SIS and the WAVE
- The exit reason is “unknown” or is blank (missing)?
  - Update the exit reason in the SIS and EDPlan to the correct code
  - Unknowns count as drop-outs
- We do not know what happened to a student who left?
  - OSDE-SES will compare all reasons in EDPlan to Accountability
  - Students who transferred to other districts during the same SY will not count against the originating district

# Exiting Report

- Pulls students who exited the district during the reporting period (7/1 – 6/30)
- Displays most recent student exit date & reason
- **Red Flags** tab shows missing information that keeps students off of main report...and uncounted
- Used for indicators 1 & 2 calculations (graduation and dropout)

# District Summary Data Reports

- Lists every data point entered on the district summary data page:
  - Compliance and CEIS numbers
  - Personnel numbers
- Missing/empty boxes (excluding unchecked reasons for delay) are counted against the district for completeness.
- Used for indicators 11 and 12, and personnel report

# Certification

- Superintendents must certify between July 2 and July 16.
  - Certification will be done at the bottom of the District Summary Data page
  - Only Superintendent user types can use the “Certify” button
  - There will also be an “Unlock” button to reverse the certification status in the event data needs to be updated
- If not certified by the deadline, the report will be considered untimely

# Certification

## ▼ Certify End of Year Data

By clicking the Certify button, the district superintendent confirms that all end of year special education data for the 2025–2026 school year are complete and accurate.

Only superintendent level users will be able to access this button, and it will be available exclusively from July 2 through July 16.

The end-of-year certification covers data related to the 45 day eligibility timeline, the Part C to Part B transition timeline, secondary transition requirements, discipline information including in school and out of school suspensions and placements in interim alternative education settings, early childhood outcomes for students exiting preschool or preschool age special education services, related service personnel and paraprofessionals, and CEIS service participation numbers.



If any of these datasets are incomplete when final data are pulled on July 1, the district will be marked as untimely regardless of certification status, including cases where noncompliance reporting or the district summary page is incomplete.

Districts should review all datasets in EDPlan, as the data are not stored for district viewing outside the online IEP system.

CERTIFIED:

CERTIFIED BY:

UNLOCKED: 03/16/2026 10:03:48

UNLOCKED BY: Jill Burroughs

CERTIFY

# Summary: Data to Certify

Superintendents certify the completeness & accuracy of the following data elements, as discussed in this presentation:

- From the District Summary Data page:
  - Initial consent counts and causes for delay in evaluation;
  - Referral counts and early childhood transition causes for delay; and
  - Personnel FTE counts
- From student IEPs:
  - Early childhood outcome dates and ratings for all applicable students;
  - Secondary transition compliance for all applicable IEPs; and
  - All disciplinary removals for each special education student reported.

# Sharing Data for Certification

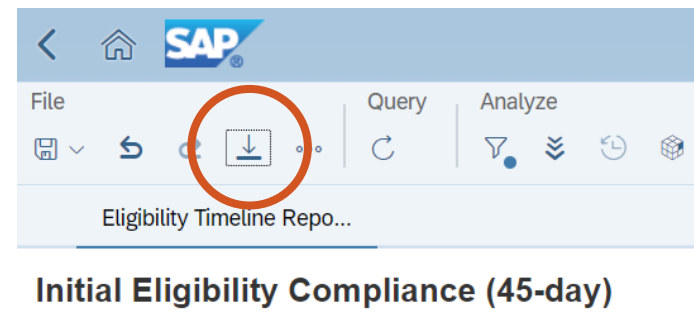
## ➤ District Summary Data:

- Take screen shots, Control-A to select and print, etc.
- Run District Sum Data Report (11,12, EIS & Personnel)

## ➤ Student-level data reports:

- Produce digital copies of all EOY reports in EDPlan Advanced Reporting:

- PDF
- Excel



# SY2026 Data Packet Updates

# Updates to look for in the SY2026 Data Packet

## ➤ DDP and Determination

### ➤ Bonus points for Indicator 3B *only*

- Districts will have an opportunity to earn a half a point for any growth for each grade (4th, 8th, and 11th) for a possible 3.0 total points (for a total of 1.5 bonus points for reading and 1.5 bonus points for math).

### ➤ No bonus points in any other areas

## ➤ Risk Score

### ➤ Change in SPED Director

- No change in 2+ years: 0 points
- Second year in LEA: 1 point
- First year in LEA: 2 point

# Mitigating New Director Risk Points

- First-Time Special Education Directors
  - Attend ODSS First-Year Director Training. Completing at least 75% of in-person sessions removes **1 of 2** risk points.
- Directors New to the District
  - Participate in ODSS New Director Training or submit an affidavit documenting prior years as a Special Education Director to remove **1** risk point
- Second Year in Same District
  - Submit a second-year affidavit to remove the remaining risk point

# Resources: OSDE-SES Data Pages

## ➤ EOY Resources

## ➤ Guidance

- EOY data collection manual
- EC Environments & Outcomes

## ➤ Templates

- Non-compliance: student lists for 45-day timeline delays and EC transition delays
- Discipline Guide/Discipline Template
- Discipline Services Guide/Discipline Services Template
- Personnel FTE Calculator

# Questions and Contacts: Data Team

## Data Team Members

Tanis Thompson – (405) 521-4871  
Megan Salisbury – (405) 521-3378  
Travis Thompson – (405) 522-5203

## Early Childhood Specialist

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