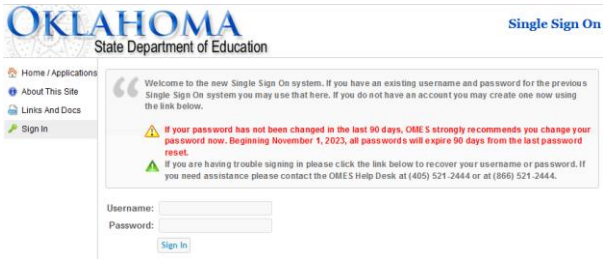
Data and Information Systems

October 1 Consolidated Report

Nancy Flores, Project Manager

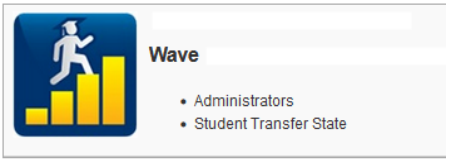
OKLAHOMA Education

Single Sign On (SSO)



Are you a New User? Click here to create an account.

WAVE Access



Request an Affiliates Account from OMES

OKLAHOMA Education

Two accounts are required to access WAVE. One for access to Single Sign on where apps are located. A second account to access the WAVE application. SSO access is granted by the SSO Administrator in the district. After the SSO Administrator in the district has added one WAVE permission to a user account, the user must request an Affiliates account from OMES using the link provided on the slide. The Affiliates account is a Microsoft account created for the user as an affiliate of OSDE. The first time it is used, the user will sign into the WAVE app, then be asked to sign into Microsoft with the newly created Affiliates email address. If the user has more than one Microsoft account, select the Affiliates account to use for WAVE access.

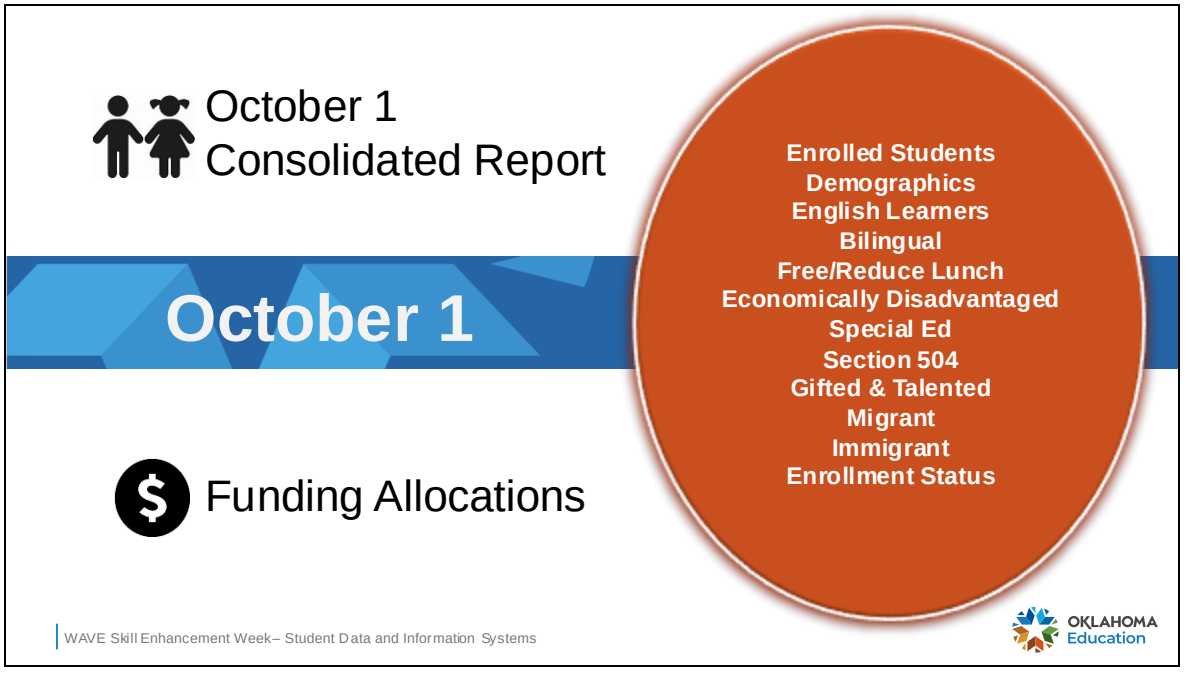
This requires some planning ahead as the account set up process can take up to a week during busy times.

Single Sign On (SSO)

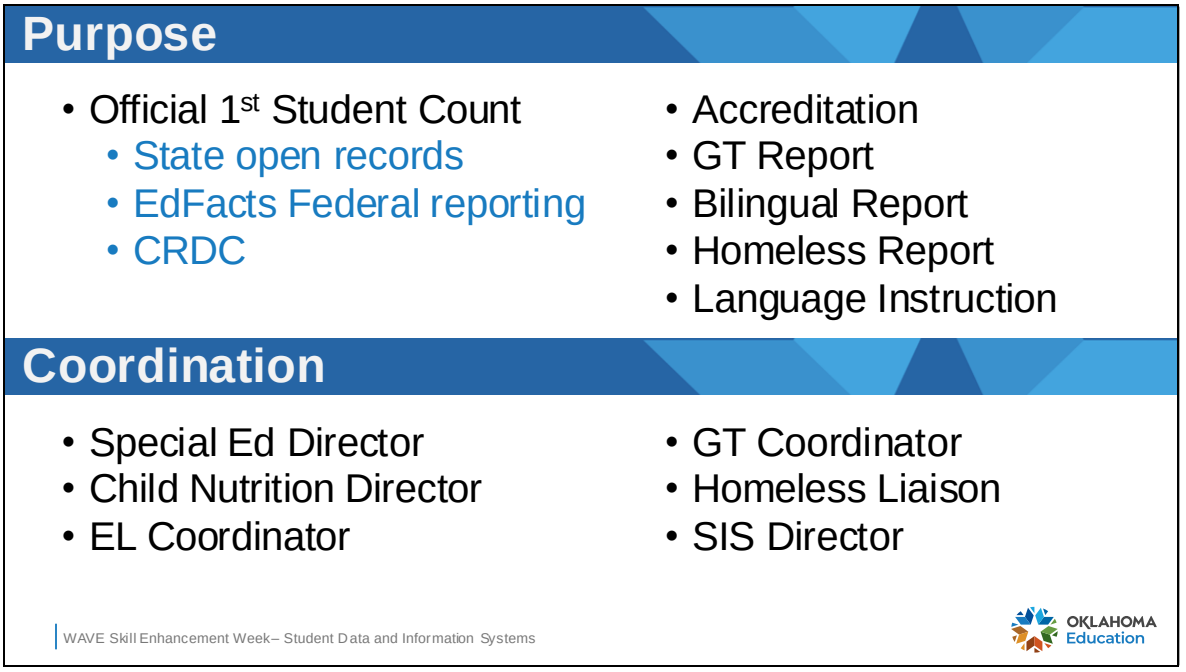
WAVE

OKLAHOMA Education

First, log into SSO, select the WAVE app from the list. Sign into WAVE with the user's Affiliate account.



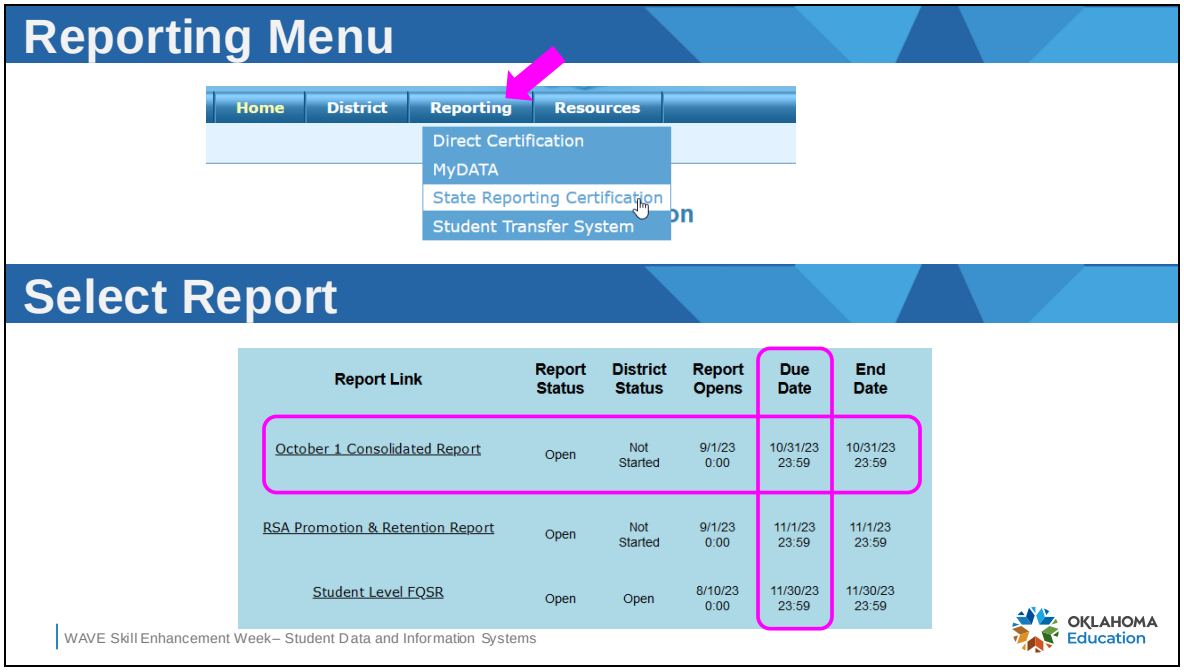
The October 1 Consolidated report is a count of students listed with their demographics and indicators of the student's program status based on enrollment as of October 1. In years where October 1 falls on a weekend, the nearest school day will be used instead. For example, October 1, 2023 is a Sunday, therefore October 2, 2023 will be the official count day for this report.



The October 1 Consolidated Report represents the first official count of students for the State of Oklahoma. The official student enrollment numbers are made publicly available. The enrollment counts also provide state and federal funding for several programs that provide instructional value for students. Accurate student counts for each demographic affect targeted funding. Inaccurate counts will cause a district to over report or under report, which will have impacts on the district during program audits.

The October 1 Consolidated Report is unique in that it requires coordination between the staff person with the overall responsibility of completing the report and the administrators of each reported program. Key personnel should be identified by district leadership to ensure proper coordination is occurring. The responsibility to confirm each school site should belong to one designated administrator when all student and program attributes have been confirmed for accuracy.

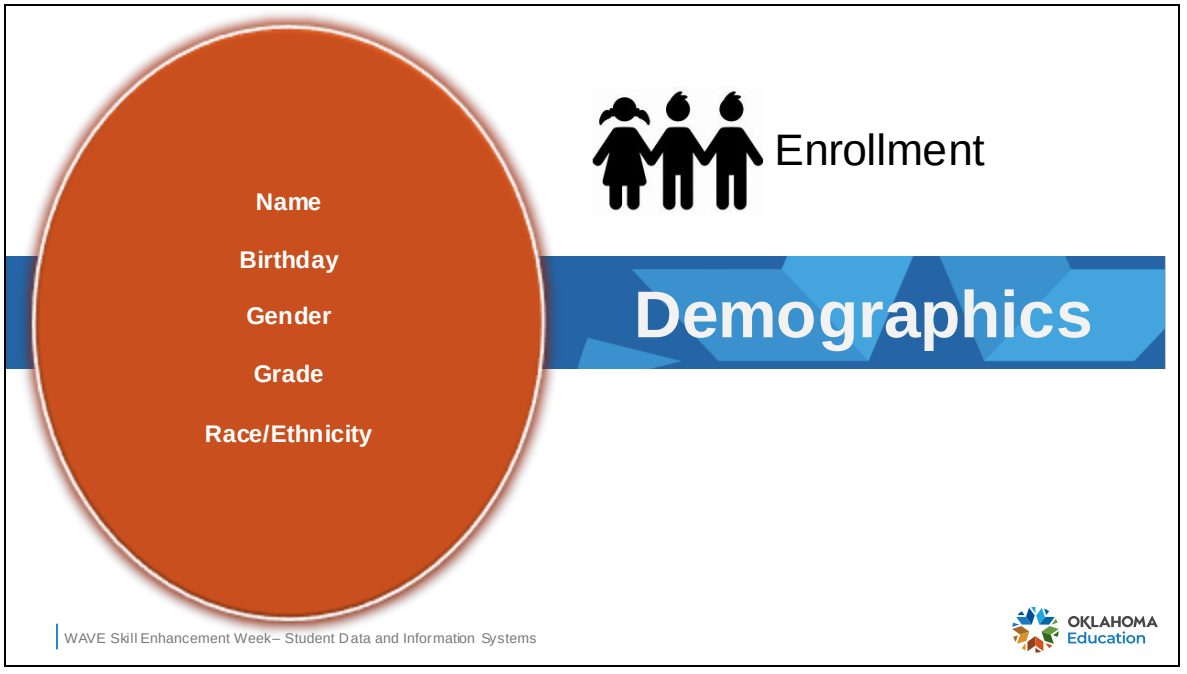
*Even though the Education for Homeless Children and Youth District Census Report (SSO) is populated from data collected in the October 1 Consolidated Report, homeless students are not displayed in the student grid in WAVE reporting.



Inside the WAVE, select the State Reporting Certification option from the WAVE menu located at the top of the display. A list of WAVE reports will be displayed. Locate the October 1 Consolidated Report in the list. Take note of the date the report will open, giving the user access to begin reviewing data. Note the date the report is due. Staff should be working on the report in September leaving October to make final updates and edits.

This report demands significant time to complete. It is highly suggested the report is certified by mid-October for most districts.

Due dates are not suggestions, they are deadlines. The report will not be accessible for any data updates or corrections after October 21.

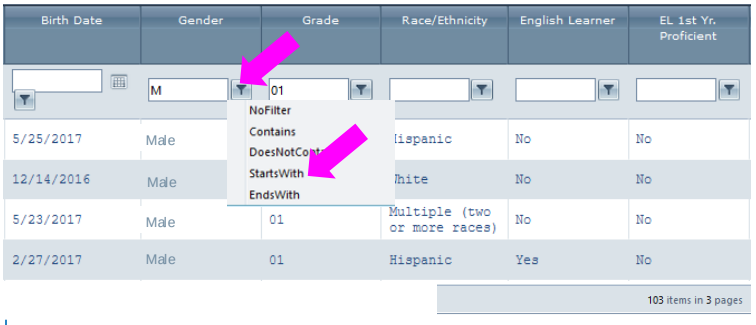


Demographics are typically referred to as information about the student that generally remains static throughout the student's educational career.

Student Count Comparison

- Compare SIS reports for each grade and gender
- Match totals to the October 1 Consolidated numbers

Filter Tools



103 male students in the 1st grade

OKLAHOMA Education

Begin work on the October 1 Consolidated Report by comparing the number of students in each grade level from the WAVE report to the number of students in each grade with reports from the local SIS. When running reports from the local SIS, ensure only students enrolled on October 1, or the designated count date are included.

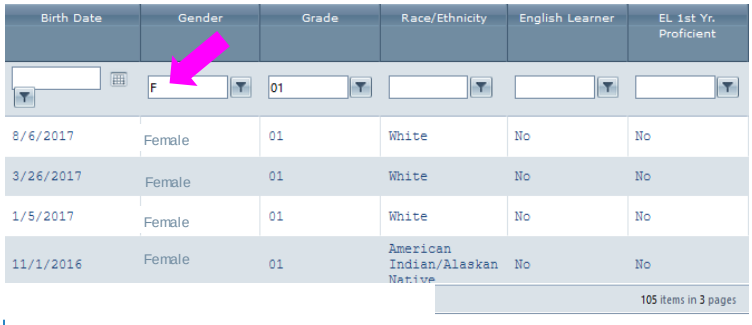
In addition to confirmed counts of students in each grade, also compare the number of males and females in each grade level.

There are filter tools for each column in the report that can be used to make comparisons to local SIS reports more efficient. After filtering for each comparison set, totals of the set will be displayed in the bottom right corner of the screen. Users may find it useful to create a spreadsheet of each school to document counts for each demographic between WAVE and SIS reports to keep track of the validation process.

Student Count Comparison

- Compare SIS reports for each grade and gender
- Match totals to the October 1 Consolidated numbers

Filter Tools



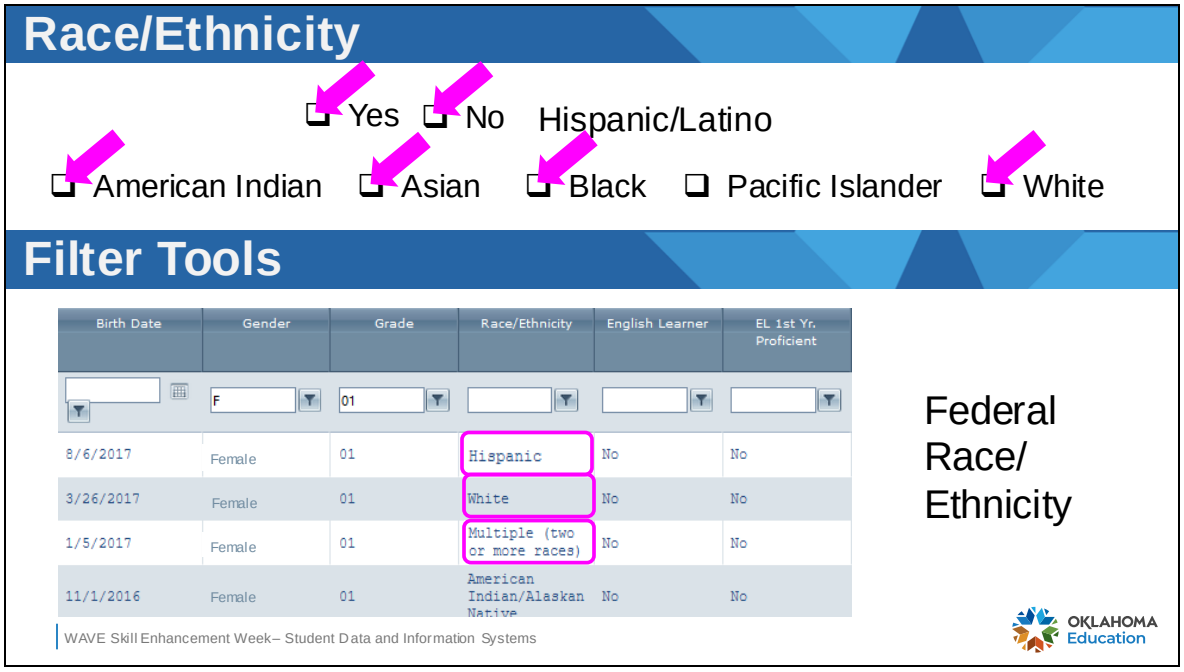
Birth Date	Gender	Grade	Race/Ethnicity	English Learner	EL 1st Yr. Proficient
	F	01			
8/6/2017	Female	01	White	No	No
3/26/2017	Female	01	White	No	No
1/5/2017	Female	01	White	No	No
11/1/2016	Female	01	American Indian/Alaskan Native	No	No

105 items in 3 pages

105 female students in the 1st grade

OKLAHOMA Education

Change the filter to sort on a different value.

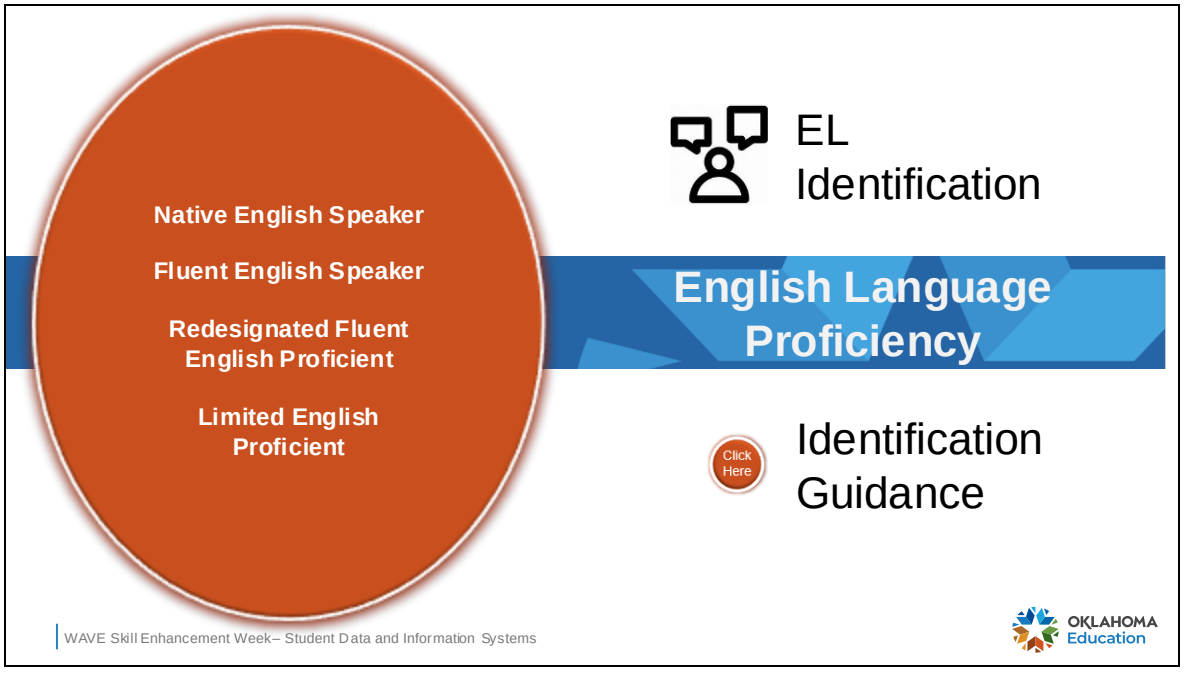


Race/Ethnicity is collected when the student is identified as belonging to one or more of the choices defined in the top portion of the slide. Identification usually comes from the enrollment form completed during enrollment. Most SIS vendors allow options that indicate how this demographic was identified, such as by parent/guardian, school records, staff identified etc.

The October 1 Consolidated Report displays the Federal Race/Ethnicity value based on the following rules:

- Hispanic/Latino is “yes”, the student will have the Federal Race/Ethnicity value of “Hispanic”
- Hispanic/Latino is “no” and only one other indicator is selected, the student will have the Federal Race/Ethnicity value that was selected
- Hispanic/Latino is “no” and more than one indicator is selected, the student will have the Federal Race/Ethnicity value of “Multiple”

Unless the SIS has reports using the Federal Race/Ethnicity value for the student, this demographic may be challenging to validate.



The October 1 Consolidated Report displays a student's participation in a program. This may also be referred to as a demographic or an attribute. Students are identified as EL by meeting a specific criteria as described in the Identification Guidance provided in the link on the slide. This presentation addresses how a student will display in the report and what to look for during validation. Only students who have been identified EL or Bilingual before or on October 1 will be included in the counts for this program.

Prepare Now – EL & Bilingual

- Identify students
  - Screening and Testing
  - Home Language Surveys
- Request records
- Student Information System
- Compare counts to SIS
- Run reports
- Clean up records

Plan Ahead – EL & Bilingual

- Language Instruction for English Learners and Immigrant Students Annual Performance Report (ESY)
- Bilingual audit (winter)
- Bilingual vs Bilingual only
  - All EL students are Bilingual
  - Not all Bilingual students are EL

OKLAHOMA Education

Preparation work for the October 1 Consolidated Report should be done during September. The EL administrator must complete testing on new students no later than September 30, thereby identifying the student as having a status of EL or Bilingual on October 1. Students who are tested after October 1 and qualify as EL or Bilingual will not be included on the October 1 Consolidated Report for the program as the student did not have that status on October 1 or the assigned reporting date.

Records from new transferring students must have been reviewed and any EL or Bilingual status from the sending school must be indicated correctly in the student information system. This often requires planned communication and established processes between the EL Department and the registrar. Failure to maintain communication may results in the district under reporting EL or Bilingual student counts, thereby affecting funding allocations.

OSDE Changes - EL

- OSDE has added codes in the WAVE for LIEP intervention strategies. Beginning with the 2023-2024 school year, all data in Table 1 of the Language Instruction Performance Report will prepopulate. For this reason, **it is essential that LEAs code the language instruction strategy in their student information systems**.

US Dept of Ed Changes- EL

- U.S. Dept. of Ed. has changed the data requirement from a snapshot to a year-long window.

While this information is not part of the October 1 Consolidated Report student counts, the information is important and should be part of the September work of preparing data. This will be required as part of the Language Instruction for English Learners and Immigrant Students Annual Performance Report (SSO) at the end of the school year.

EL – New Codes

LIEP Intervention Strategy Codes

- IS1 – Transitional Bilingual.
- IS2 – Dual Language or Two-way Immersion.
- IS3 – English as a Second Language (ESL) or English Language Development (ELD). Oklahoma State Department of Education English Language Proficiency
- IS4 – Content Classes with Integrated ESL Support.
- IS5 – Newcomer Programs.

The code set is provided here for reference and is provided in the SIF Code Set document. A link to this document is located at the end of the presentation.

English Learner Definitions

English Learner (EL): Most commonly, a student:

- Whose Home Language Survey (HLS) indicated a language other than English on any or all of the three primary language questions (language most often spoken, routinely spoken in the home, and first language learned) AND…
- Who did not demonstrate English language proficiency when subsequently administered a WIDA or state screening tool and has yet to demonstrate English language proficiency via the annually-administered English Language Proficiency Assessment (ELPA).

Former English Learner (FEL):

- A student who has met state English language proficiency requirements and has been exited from EL services.

A quick access to definitions is provided here for reference. Refer to the Identification Guide from slide 13 for additional information.

Bilingual Definitions

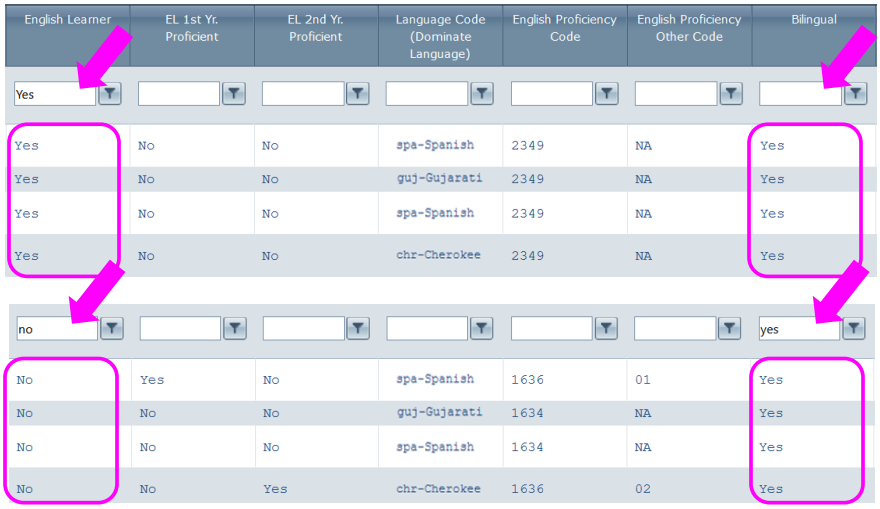
Bilingual: For the purposes of Oklahoma English Learner policy, a student assigned Bilingual status will generate an additional 25% of their base allocation through the State Aid equalization formula (a.k.a. the "Bilingual Weight"). The term is in no way meant to imply or infer that a student assigned Bilingual status currently is, or required to be, fluent in two or more languages.

Non-EL Bilingual: A student determined to be initially English language proficient through participation in the WIDA K Screener or Screener or subsequently through participation in the ACCESS or Alternate ACCESS assessments, but who meets the criteria necessary to generate Bilingual funding through the State Aid equalization formula.

A quick access to definitions is provided here for reference. Refer to the Identification Guide from slide 13.

Bilingual funding is different than EL funding and occurs at different times. The Bilingual audit occurs in winter and is scheduled by the district's RAO.

EL Student Grid



English Learner	EL 1st Yr. Proficient	EL 2nd Yr. Proficient	Language Code (Dominate Language)	English Proficiency Code	English Proficiency Other Code	Bilingual
Yes						
Yes	No	No	spa-Spanish	2349	NA	Yes
Yes	No	No	guj-Gujarati	2349	NA	Yes
Yes	No	No	spa-Spanish	2349	NA	Yes
Yes	No	No	chr-Cherokee	2349	NA	Yes
no						yes
No	Yes	No	spa-Spanish	1636	01	Yes
No	No	No	guj-Gujarati	1634	NA	Yes
No	No	No	spa-Spanish	1634	NA	Yes
No	No	Yes	chr-Cherokee	1636	02	Yes

Use filters to sort for all students with an EL value of “Yes”.

- Compare that the SIS numbers match the EL department numbers. Make corrections as needed.
- Compare that the SIS numbers match the October 1 Consolidated Report student counts. Make corrections as needed.

Other data validations to review in the October 1 Consolidated grade grid:

- Filter the **English Learner** column with the value of “Yes”. Ensure that all filtered students also have “Yes” in the Bilingual column.
- Review the English Proficiency codes for accuracy.
- EL students should only have the value of “NA” in the English Proficiency Other Code column.
- Confirm the correct dominate language code is displayed.

Additionally, validate the student data in this way:

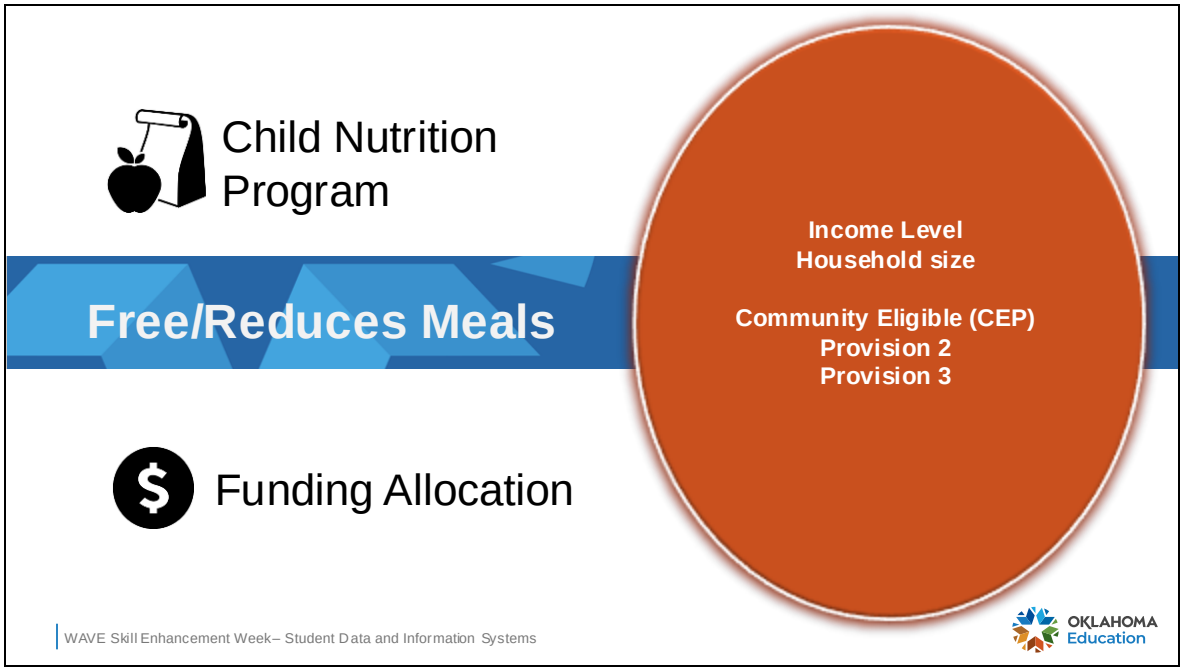
- Clear the filter for the English Learner column.
- Filter the **Bilingual** column for students with the value of “Yes”. Clear the filter for the English Learner column.
- Not all Bilungual students have a EL status of 'YES'. Students in the English Learner column my have a value of "Yes" or a value of "No",
- Review the English Proficiency codes for accuracy.
- Students may or may not have a value in the English Proficiency Other Code column. Review these codes for accuracy.

Student Grid

- Who is responsible for the EL data in the grid?
- Assign roles that fit your district.

English Learner	EL 1st Yr. Proficient	EL 2nd Yr. Proficient	Language Code (Dominate Language)	English Proficiency Code	English Proficiency Other Code	Bilingual
Yes						
Yes	No	No	spa-Spanish	2349	NA	Yes
Yes	No	No	guj-Gujarati	2349	NA	Yes
Yes	No	No	spa-Spanish	2349	NA	Yes
Yes	No	No	chr-Cherokee	2349	NA	Yes

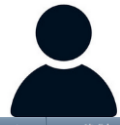
District administration can identify one responsible person to coordinate with directors, coordinators, and principals. District administration can assign staff from each department to review data in the student grid if desired. It is recommended one administrator have an oversight role to ensure all data in validated before the school site report is confirmed.



Students may participate in the National School Lunch Program if the district participates in this program. Students may apply and be approved individually for free or reduced meal benefits. District or schools may qualify for programs that provide benefits for all students. The counts of students participating in either program are sources for multi funding streams.

Student Grid

- Who is responsible for the CN data in the grid?
- Assign roles that fit your district.



Economic Disadvantage	Free/Reduced	Lunch Eligibility Determination	SIS IEP	Section 504	Gifted/Talented	Gifted/Talented Identified	Migrant	Immigrant	Alt Ed	Basis of Admission
Yes	Free	01	No	No	Yes	MULTI	No	No	No	R
Yes	Free	10	Yes	No	No	DNMCR	No	No	No	R
Yes	Free	01	No	No	No	DNMCR	No	No	No	R

District administration can identify one responsible person to coordinate with the Child Nutrition Department. District administration can assign staff from that department to review data in the student grid if desired. It is recommended one administrator have an oversight role to ensure all data is validated before the school site report is confirmed.

Funding Sources

- Economically Disadvantaged
  - State Aid
  - State Teacher Index
- Free/Reduced Meals
  - Title I
  - E-Rate

Differences – Approved Students

- All free/reduced students are Economically Disadvantaged
- Not all Economically Disadvantaged students are free/reduced

Differences – Approved Schools

- All students are free
- Not all students are Economically Disadvantaged

The number of students who have the attribute of Economically Disadvantaged provide state aid funding for districts.
The number of students who have the free or reduced meal status help provide Title I and e-Rate funding for districts.

These are two different indicators that related, but not the same.

When the free or reduced meal status is determined at the **family or student level** by an approved meal application or through a direct certification process:

- All students who have free/reduce status are also assigned the attribute of Economically Disadvantaged.
- Students may have the attribute of Economically Disadvantaged, but not applied for benefits and do not have an approved meal application. This status must be identified by the Income Survey.

When the free or reduced meal status is determined at the **district or school level**:

- All students have a free status but are not assigned the attribute of Economically Disadvantaged.
- Students may have the attribute of Economically Disadvantaged, but it must be determined from the Economically Disadvantaged form.

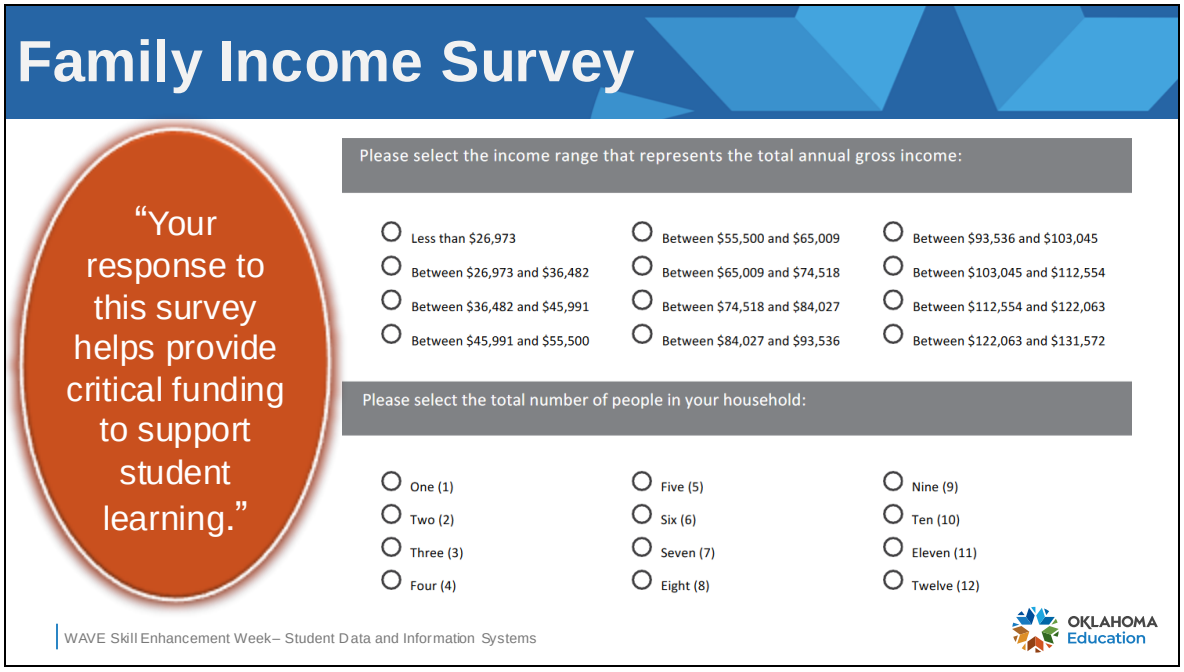
Meal Eligibility Student Determination

- Meal status of free, reduced, or none
- Determination based on:
  - Household income
  - Direct certification
  - Foster, Homeless, Migrant

Economic Disadvantaged

- Approved meal application
- Family Income Survey completed annually

At the **family or student level**, the meal status is determined based on methods of qualifications as listed in the slide.
At the **family or student level**, the economically disadvantage status is determined based on methods of qualifications as listed in the slide.



The form is a template and may be customized to fit your district. The link to the form was provided in the previous slide. The income values and household numbers may not be adjusted and are updated annually by USDA.

Meal Eligibility School Determination

- Community Eligible
- Provision 2
- Provision 3
- Should be a global setting in your SIS
- All students should have free status
- No SIS manual entry

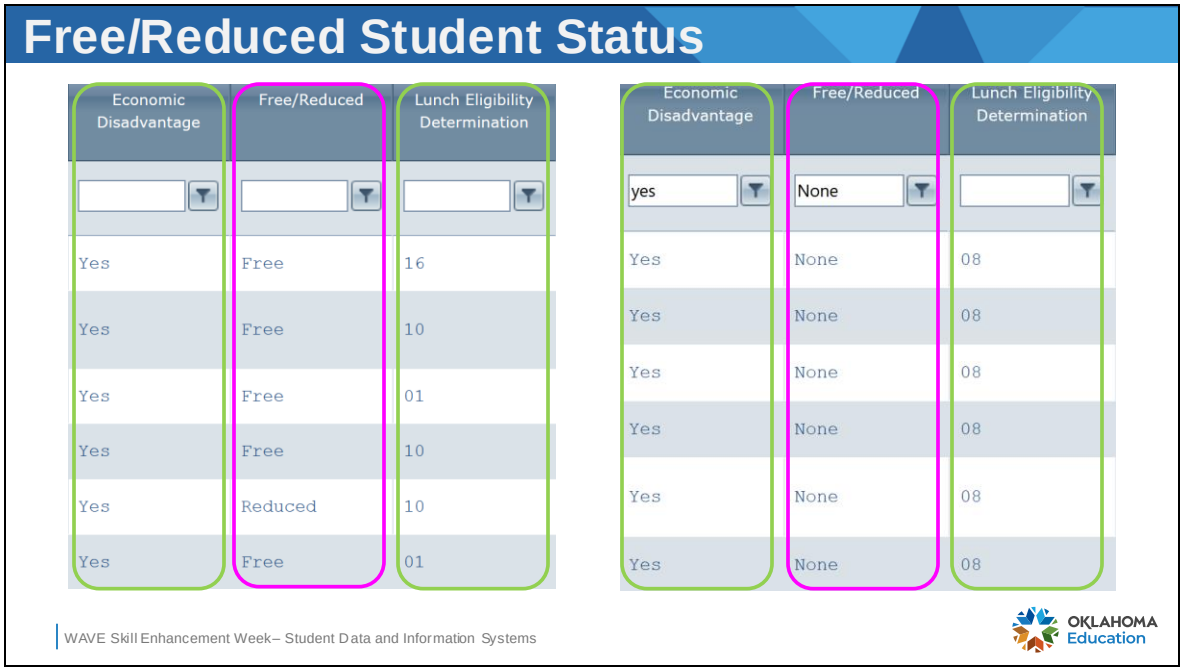
Economic Disadvantaged

Collect an Economically Disadvantaged Form for students annually.

Click Here Guidance Click Here Form

At the **district or school level**, the meal status is determined based on the participation in the program by the school. Pay special attention to the way the eligibility records are created for district/school wide program as noted in the slide deck.

At the **district or school level**, the economically disadvantage status can only be determined based on the Economically Disadvantaged Form as provided in the slide.

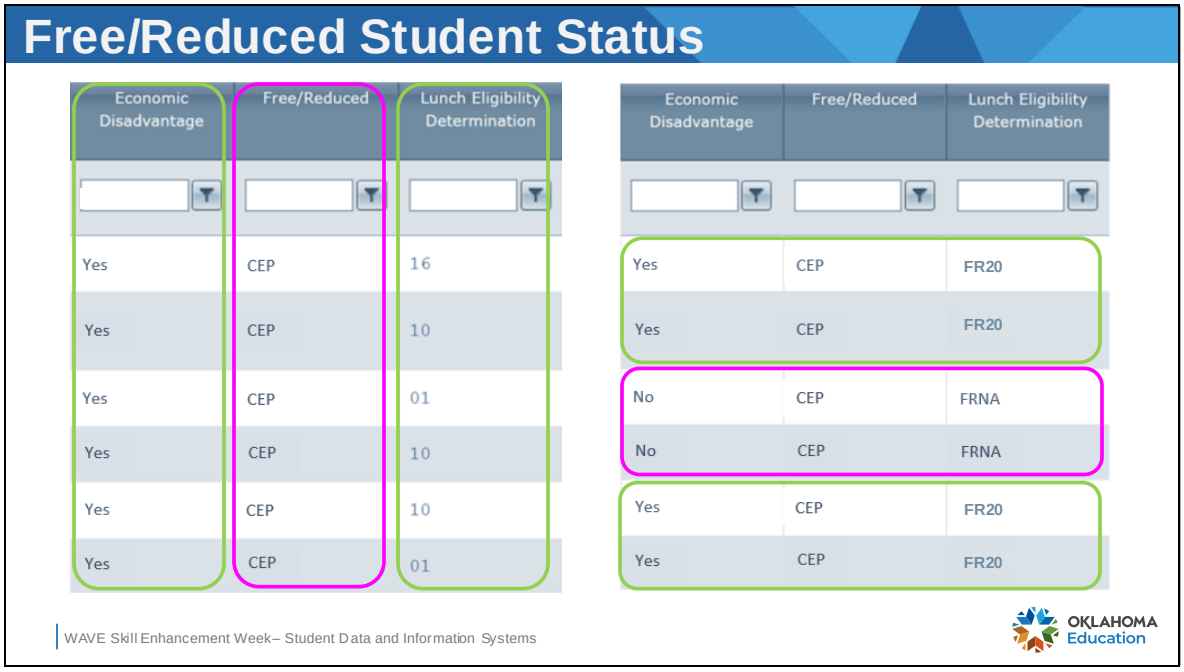


Grid validation for **family or student level** meal status:

- Use the filter tools to isolate student counts per grade level and "free" lunch status. Compare the October 1 Consolidated Report student counts to the counts from the district's POS application.
- Use the filter tools to isolate student counts per grade level and "reduced" lunch status. Compare the October 1 Consolidated Report student counts to the counts from the district's POS application.
- Ensure that all students in the Free/Reduced column also have "Yes" in the Economic Disadvantage column.

Grid validation for **family or student level** economic disadvantaged status:

- Use the filter tools to isolate student counts per grade level and economic disadvantaged status of 'Yes" and Free/Reduced status of "No".
- Ensure that a qualified family income survey was received for the current school year for the listed students. Compare the October 1 Consolidated Report student counts to the counts from the district's SIS.



Grid validation for **CEP/Provision 2 or 3** school meal status:

- Use the filter tools to isolate students where the Free/Reduce column is EQUAL TO "CommunityEligible" lunch status. Make sure every student has this value.
- Use the filter tools to isolate students where the Free/Reduce column is EQUAL TO "Provision2" lunch status. Make sure every student has this value.
- Use the filter tools to isolate students where the Free/Reduce column is EQUAL TO "Provision3" lunch status. Make sure every student has this value.
- Use the filter tools to isolate students where the Free/Reduce column is NOT EQUAL TO "CommunityEligible", "Provision2" , or "Provision3" (filter one grouping at a time).

Grid validation for **CEP/Provision 2 or 3** school meal status:

- Use the filter tools to isolate students where the Lunch Eligibility Determination column is EQUAL TO "NA" and Economic Disadvantage is EQUAL TO "Yes".
- Ensure that all students in the Economic Disadvantage column with a value of "Yes" have a qualifying Economically Disadvantaged form for the current school year. Use the new code of FR20 for Economic Disadvantage.

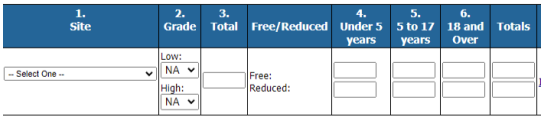
For CEP/Provision Schools, all students have a free meal status, but not all students are Economically Disadvantaged. Students must qualify for Economically Disadvantaged by completing the form.

30 Day Carryover

- When does day 30 occur
- Expect decline in free/reduce numbers
- Affect on October 1 Consolidated Report

Low Income Report

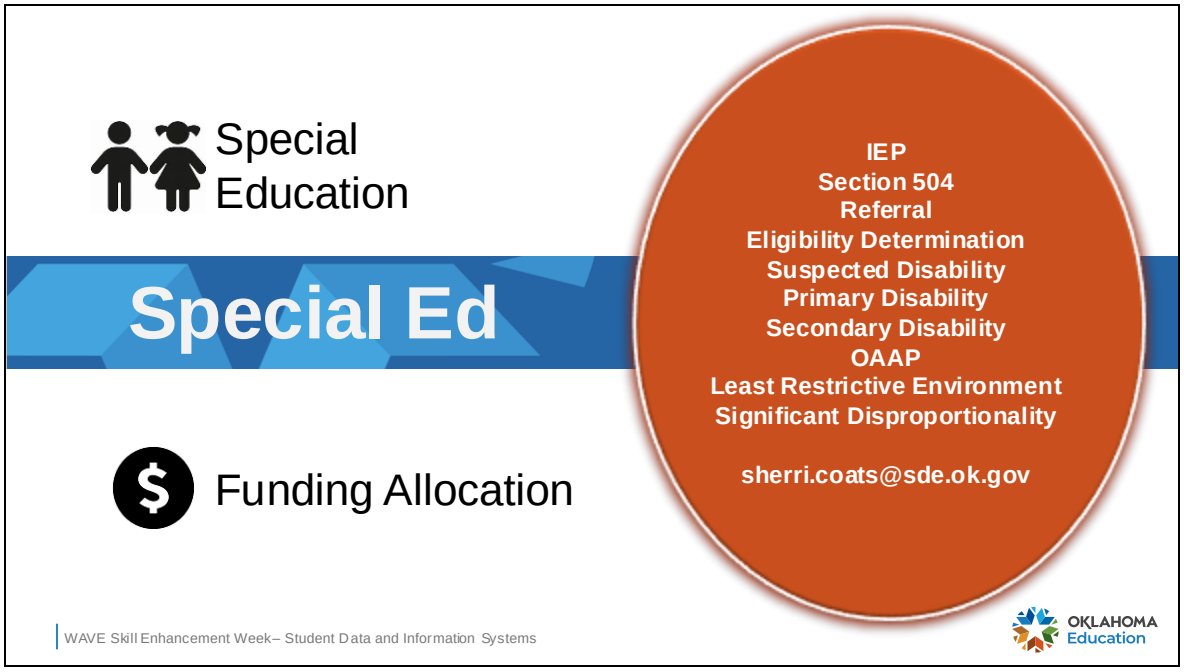
- Child Nutrition Programs Application (CARS)
- Highest count in October
- Due end of November
- Affect on Title I & E-Rate



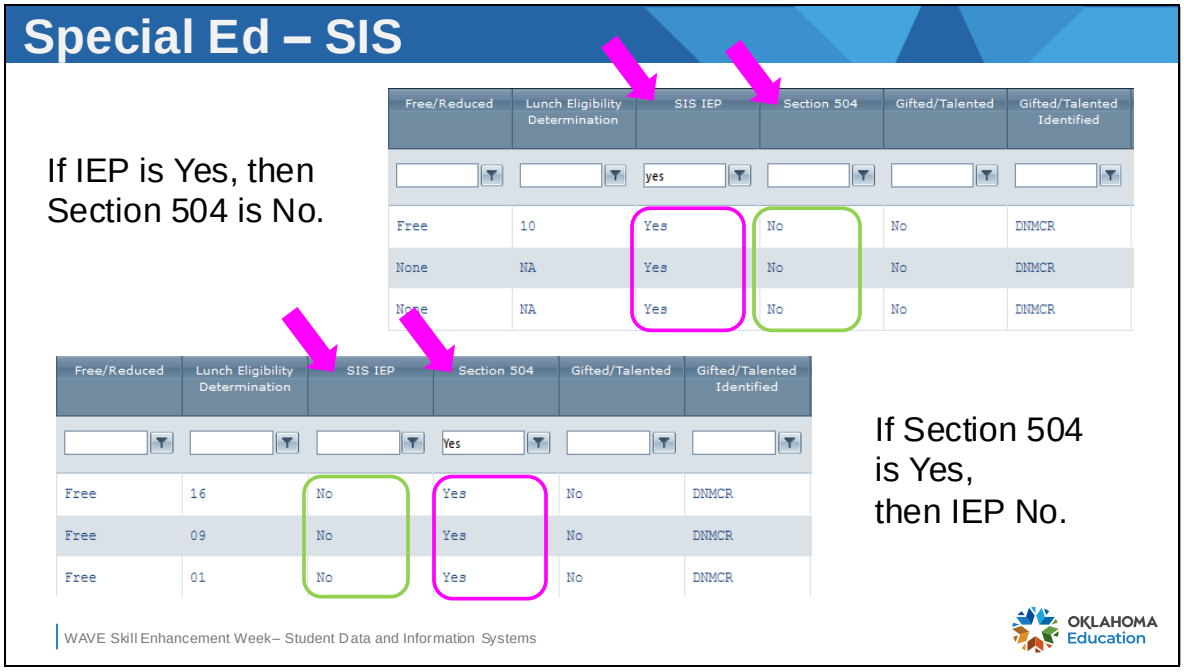
When the meal status is based on family or individual applications, benefits must be applied for and approved for each school year. To give families time to re-apply each year, the NSLP allow students to carry over the status from the previous year for 30 days at the start of school. Staff working on the October 1 Consolidated Report need to be mindful of how that affects this indicator for student counts. If the 30 day carry over ends prior to October 1 and the family has not yet applied for meal benefits, a number of students may not have the free or reduced status on October 1, therefore reducing the expected number of student for this program.

Title 1 and e-Rate funding are generated by the results of the Low-Income Report which reflects the highest number of free/reduced students on any given day in October.

The numbers in the October 1 Consolidated Report is not expected to match the numbers in the Low-Income Report. These reports are based on different day in the Month of October.



The October 1 Consolidated report includes the Special Education Child Count report that is generated in EdPlan.



Special education student counts are displayed from two sources in the October 1 Consolidated Report. In the student grid there is an SIS IEP column and a Section 504 column. The counts displayed in these columns represent the students with these attributes in the SIS.

Use the filter tools to isolate students where the SIS IEP column is EQUAL TO “Yes” and filter for grade level.

- Compare the number of SIS IEP student per grade level to the Special Education Department student count per grade level.
- Compare the number of SIS IEP student per grade level to the SIS count of student per grade level.
- Make corrections to student IEP attributes as required.
- All students with SIS IEP attribute of “Yes” must have a Section 504 attribute of “No”.

Use the filter tools to isolate students where the Section 504 column is EQUAL TO “Yes” and filter for grade level.

- Compare the number of Section 504 student per grade level to the Special Education Department student count per grade level.
- Compare the number of Section 504 student per grade level to the SIS count of student per grade level.
- Make corrections to student Section 504 attributes as required.
- All students with Section 504 attribute of “Yes” must have a SIS IEP attribute of “No”.

Special Ed Tab

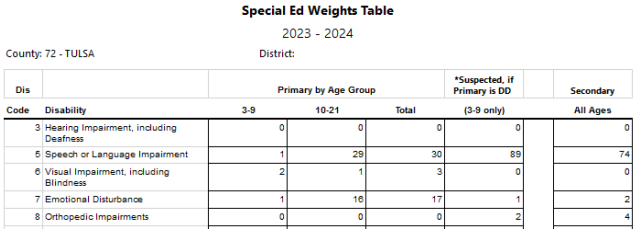
EdPlan Child Count

ESY for MD	Private	Educational Environment	Primary Disability	Secondary Disability	Suspected Disability	Concomitant Disabilities	Related Services
False	False	LRE- 80%+	Visual Impairment	No Value	No Value		
False	False	LRE- 40%-79%	Developmental Delays	Speech or Language Impairment	Other Health Impairments		8
False	False	LRE- 80%+	Developmental Delays	No Value	Speech or Language Impairment		8

Confirm that all students in EdPlan are displayed when accessing the Special Education Tab. Confirm the student counts in this report match the counts in the SIS IEP column.

Special Education Funding

- Special Ed Weights Table
  - Disability Codes
  - Weighted Table Value
  - Allow Categories



Special Ed Weights Table

2023 - 2024

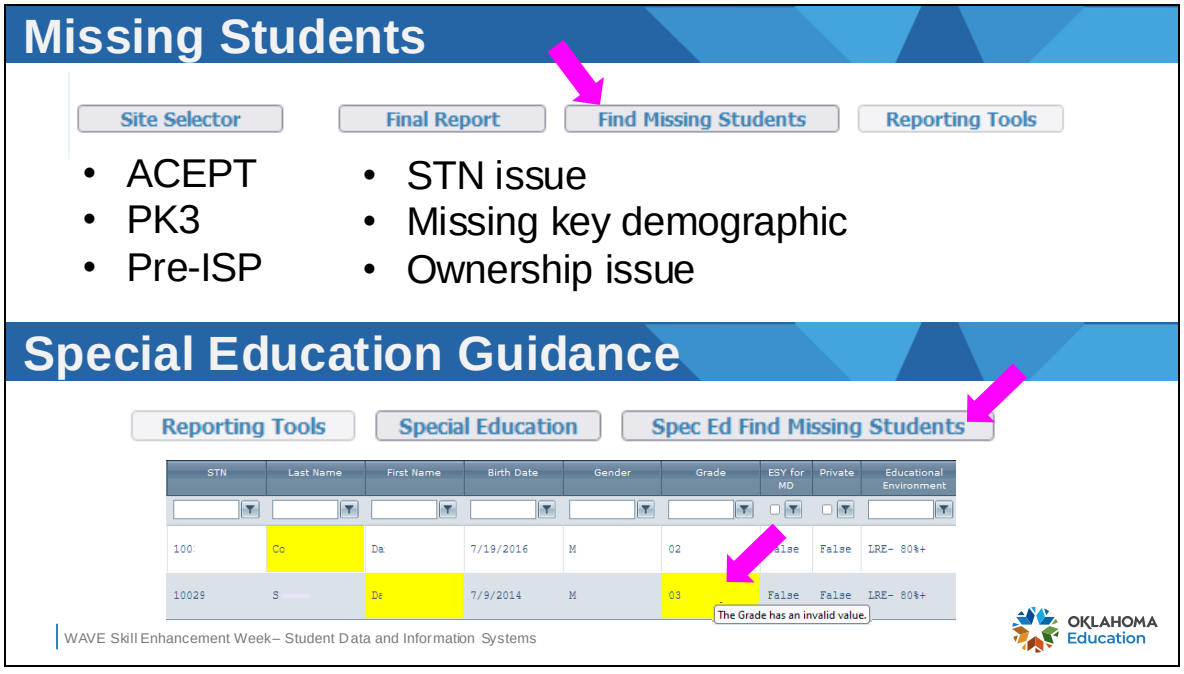
County: 72 - TULSA District:

Dis Code	Disability	Primary by Age Group 3-9	10-21	Total	*Suspected, if Primary is DD (3-9 only)	Secondary All Ages
3	Hearing Impairment, including Deafness	0	0	0	0	0
5	Speech or Language Impairment	1	29	30	89	74
6	Visual Impairment, including Blindness	2	1	3	0	0
7	Emotional Disturbance	1	16	17	1	2
8	Orthopedic Impairments	0	0	0	2	4

Special Education Guidance

Click Here Special Education Services – Policies & Procedures

The Special Ed Weights Table report can be accessed from the Reporting Tools tab. This report is used for weighted ADM funding for special education students. The link for Special Education Services, Policies and Procedures is provided in the slide.



When students are not displayed in the report as expected, check the **Find Missing Students** tab or the **Spec Ed Find Missing Students** tab. Some Basis of Admission codes purposefully omit students from the report as expected. Students with ACEPT, PK3, and Pre-ISP should be in the missing students, and will remain there as long as they have one of these Basis of Admission codes.

In other cases, students with validation issues will be excluded from the report until the validation errors have been corrected. The yellow highlights identify the specific data issue with the missing student. Roll over the highlighted cell for a text tip of the data issue. Correct the data and the student will populate in the report student grid.

The orange bubble displays the 6 principals that should undergird identification procedures as identified by The National Report on Identification, Assessment and Recommendations for Comprehensive Identification of Gifted and Talented Youth. A link is provided in the slide for the GT Program Coordinator's Manual.

Prepare Now - GT

- Identify students
  - Assessment Results
  - Committee
- Request records
- Student Information System
- Compare counts to SIS
- Run reports
- Clean up records

Plan Ahead - GT

- Gifted & Talented Report FY 2023-2024
- Populates from Oct 1 Counts
- Students by
  - GT category (Three or Multi)
  - Race/ethnicity per grade

Preparation work for the October 1 Consolidated Report should be done during September. The GT administrator must complete testing on new students no later than September 30, thereby identifying the student as having a status of GT or on October 1. Students who are tested after October 1 and qualify GT will not be included on the October 1 Consolidated Report for the program as the student did not have that status on October 1, or the assigned reporting date.

Records from new transferring students must have been reviewed and any GT status from the sending school must be indicated correctly in the student information system. This often requires planned communication and established processes between the GT Department and the registrar. Failure to maintain communication may results in the district under reporting GT student counts, thereby affecting funding allocations.

Gifted & Talented Definitions

Category 1 - based on Top 3%: Identification of students based on a nationally standardized test of intellectual ability is valid for a *minimum* of three years. Scoring at or above the 97th percentile on any nationally standardized test of intellectual ability.

Category 2 - based on Multi Criteria Evaluation
Each school district will have in their Gifted Education Plan (GEP) the criteria used for Category Two. Meeting two or more criteria that is established at the local level and spelled out specifically in each district's Gifted Educational Plan (GEP). Students identified as gifted and/or talented in Category 2 excel in at least one of the capability areas:

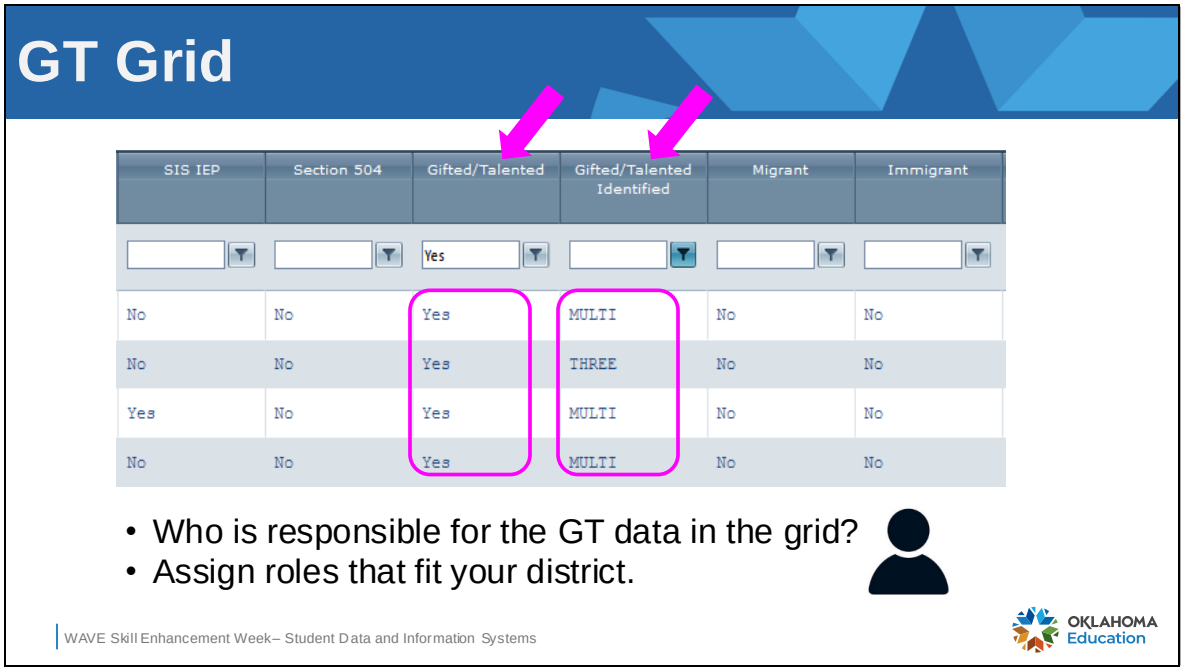
1. Specific Academic Ability
2. Creative Thinking Ability
3. Leadership Ability
4. Visual/Performing Arts Ability

OKLAHOMA Education

Definitions have been provided for reference information about Category 1 and Category 2 GT identification from the Coordinator's Manual.

Students who have been identified as GT, but have either refused services or are not participating in a GT Program will be indicated as such:

- Gifted and Talented Indicator = No
- Gifted and Talented Identified = Top 3 or Multi



In the October 1 Consolidated Report student grid there is a **Gifted/Talented** column and a **Gifted/Talented Identified** column. The attributes displayed in these columns represent students who have been identified as GT along with the identification category.

Use the filter tools to isolate students where the Gifted/Talented column is EQUAL TO "Yes" and filter for a grade level.

- Compare the number of GT students per grade level to the GT Department student count per grade level.
- Compare the number of GT students per grade level to the SIS count of students per grade level.
- Make corrections to student GT attributes as required.
- All students with a Gifted/Talented attribute of "Yes" must also have a Gifted/Talented Identified value of "Multi" or "Three".

Additionally, use the filter tools to isolate students where the Gifted/Talented Identified column is EQUAL TO "DNMC" and the Gifted/Talented column is EQUAL TO "Yes".

Only students identified, but not participating, will have a value othe rthan "DNMC".

- GT students may not have DNMC as the identification value. Make corrections as needed.

Repeat the validation using the opposite conditions. Filter tools to isolate students where the Gifted/Talented column is EQUAL TO “No” and the Gifted/Talented Identified column is NOT EQUAL TO “DNMC”.

- Students who are not GT should not have a Student Participation record.

Single Sign On (SSO)

Log into SSO and locate the Gifted and Talented Report in the application list. The student grid for this report will populate **AFTER** the October 1 Consolidated Report is certified. The Gifted and Talented Report is Due Nov 30. It is recommended that the October 1 Consolidated Report is certified in mid October to allow ample time to completed the GT report. No corrections to student data can be made after October 21. The student counts that are certified in the October 1 Consolidated Report by the superintendent will be used for funding allocations.

SSO Gifted & Talented App

Number of students served scoring in the top 3% (total/composite/or full scale score) on a nationally standardized test of intellectual ability: 74

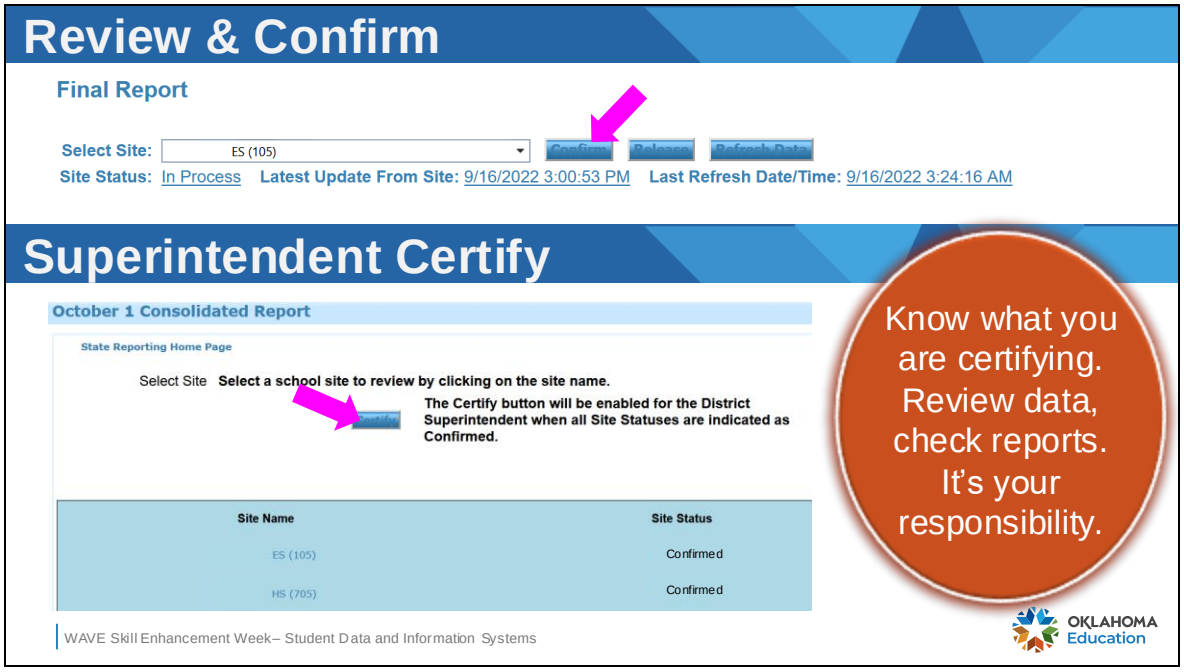
Number of students served and identified by multicriteria: 232

Total Number of Students Served: 306

				Only Non-Hispanics should be counted in race tabulation categories below.																			
	A			B			C			D			E			F			G			H	
	Ethnicity			Race tabulations of non-Hispanic students reporting only one race																			
Grade	Hispanic/ Latino			American Indian or Alaskan Native			Asian			Black or African American			Native Hawaian or Other Pacific Islander			White			Two or More Races (Non Hispanic)			Total	
	Male	Female	Unk	Male	Female	Unk	Male	Female	Unk	Male	Female	Unk	Male	Female	Unk	Male	Female	Unk	Male	Female	Unk	
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	1	0	0	0	0	0	6	4	0	0	0	0	0	0	0	7	5	0	3	3	0	29
3	0	1	0	2	1	0	0	0	0	0	0	0	0	0	0	7	7	0	4	3	0	25
4	2	0	0	2	3	0	3	1	0	0	0	0	0	0	0	7	4	0	1	1	0	24

Funding: Although there is no cap to the number that can be identified, state funding will only be available for up to 8% of the district's weighted average daily membership (WADM) in this category. This should not cause a district to "un-gift" students beyond the 8% state funding.

The data in the Gifted and Talented Report (SSO) displays the count of students per category type and a total count of GT students. The data is aggregated by counts of race/ethnicity, males and females per grade. The student counts in the report must match the October 1 Consolidated GT counts . Take note of how the categories affect funding as described in the slide.

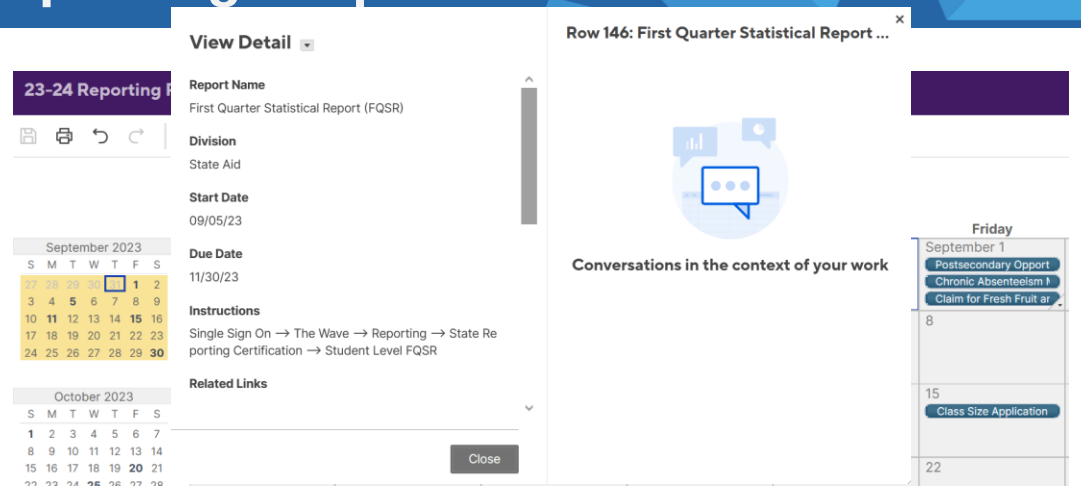


The designated staff person will confirm the school level report after all student counts for all demographics and attributes have been validated as correct by clicking the **Confirm** button for the school site as shown in the top portion of this slide. A school site that is in the confirmed state is locked, or frozen for that point in time. The report will no longer update with any changes from the SIS. If an update needs to be made, the designated staff person has the ability to release the confirmed status and allow data to once again flow from the SIS. The confirmed status may not be released by designated staff when the report certified.

The superintendent is responsible for certifying that the data in the report for each school in the district is complete and accurate. The **Certify** button is accessible only by the superintendent as shown in the lower portion of the slide. The action of certifying data in a report communicates to the state that the superintendent is knowledgeable of the data that is received by the state, is attesting that the data is complete and accurate, and the numbers reported are ready for any funding allocations.

Corrections that need to be made before the due date may be done by contacting OSDE to open a certified report. Corrections to reported numbers in the report cannot be made after the due date.

Reporting Requirements



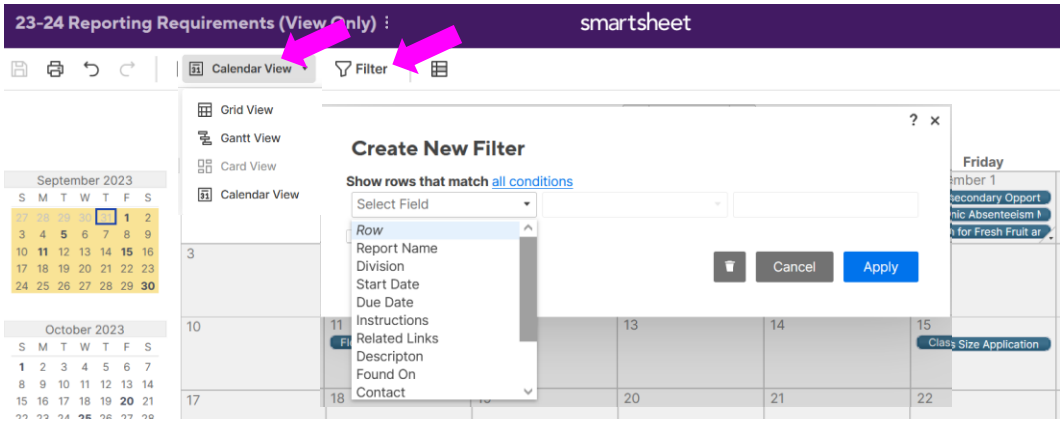
OKLAHOMA Education

OSDE has a published calendar on the website for all state reporting requirements that occur during the school year. The data is in the form of a SmartSheet. The user may:

- Select the month to review,
- Click on a report title in the calendar to open for details,
- Change the calendar view,
- Filter the calendar based on parameters.

OSDE also has links on the website to access the reporting requirements in an excel spreadsheet or subscribe to a Google or Outlook calendar.

Reporting Requirements



OKLAHOMA Education

OSDE has a published calendar on the website for all state reporting requirements that occur during the school year. The data is in the form of a SmartSheet. The user may:

- Select the month to review,
- Click on a report title in the calendar to open for details,
- Change the calendar view,
- Filter the calendar based on parameters.

OSDE also has links on the website to access the reporting requirements in an excel spreadsheet or subscribe to a Google or Outlook calendar.