



Office of the State Superintendent of Education

2013 Child Count Training

OSSE Division of Specialized Education
October 3, 2013





Regulatory Context

- Requirements of Enrollment Audit and Child Count combined to reduce burden on LEAs
- Streamlined process for LEAs to fulfill reporting requirements of each process

Regulatory Context



	Enrollment Audit	Child Count
Mandate	DCMR (DC Code)	IDEA
Population	<ul style="list-style-type: none">•General and special education students•Additional requirements for students receiving special education services	<ul style="list-style-type: none">•Students ages 3 through 21 receiving special education services
Data Reported	<ul style="list-style-type: none">•Student count•Results of independent audit	<ul style="list-style-type: none">•Student count•Educational Environments
LEA Requirement	Verify student count and service levels	Verify student count and Educational Environment
Funding	Local funding formulas	Federal funds

[See table on p. 23 of Student Enrollment Audit Handbook for specific details on funding for special education students.](#)

<http://osse.dc.gov/publication/forms-dc-enrollment-verification>



Child Count Process Overview

Phase I

- LEA Attend Training

8/23/13 or 9/5/13

Phase II

- LEA Access, Review, and Correct

9/16/13-11/22/13

Phase III

- LEA Submit Certification

11/23/13-11/27/13

Phase IV

- OSSE Analysis

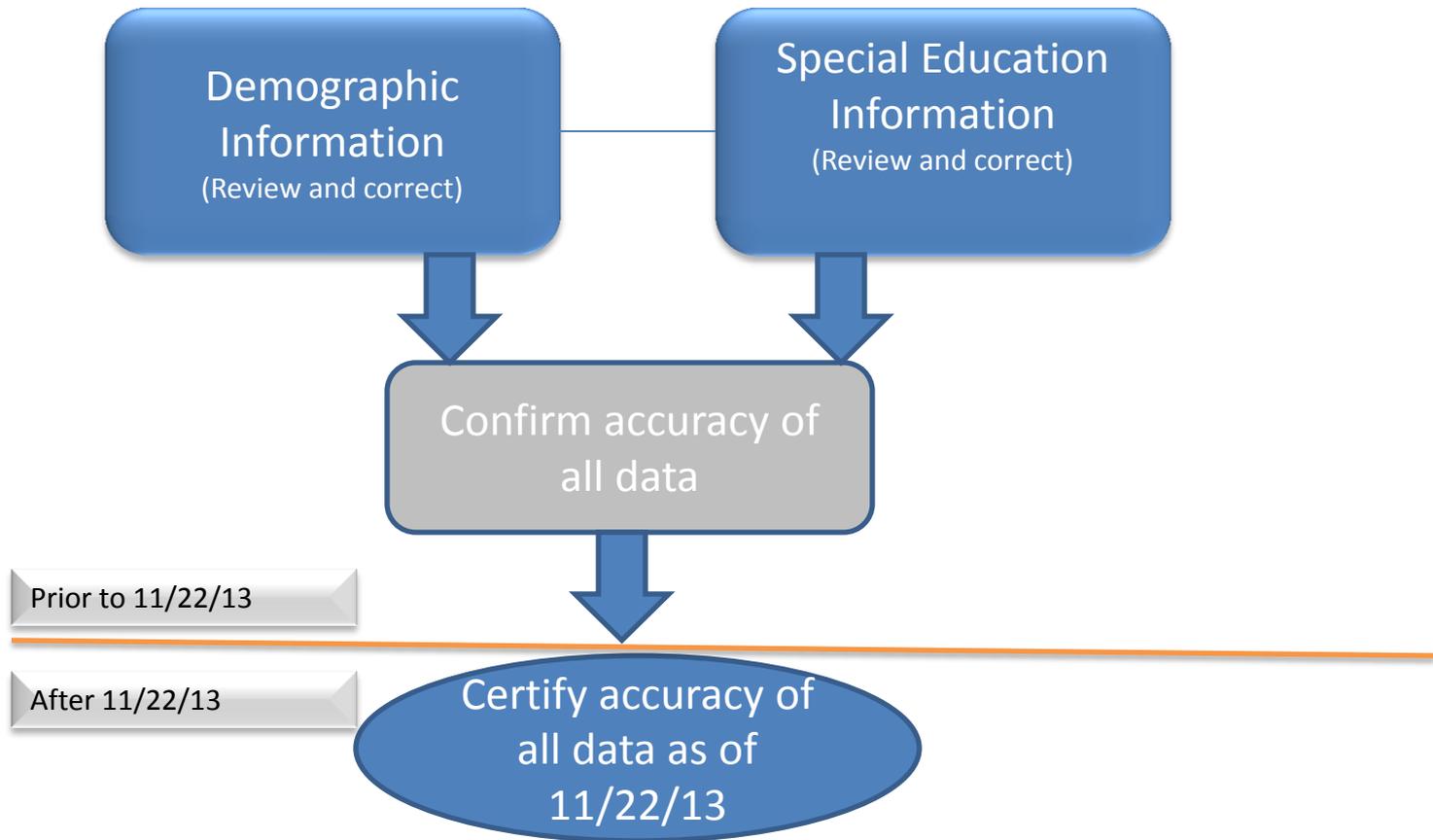
11/28/13-12/4/13

Phase V

- LEA Review and Resubmit

12/5/13-12/13/13

Overview of Actions





Child Count Summary of Actions

Review Demographic Information for Student

Data Element	Source System	Description
STUDENT DEMOGRAPHIC DATA REVIEW SECTION		
USI	STARS/ProActive	10 digit USI assigned by OSSE/SLED
First Name	STARS/ProActive	Student's First Name
Last Name	STARS/ProActive	Student's Last Name
DoB	STARS/ProActive	Student's Date of Birth
Age on 11/22/2013	STARS/ProActive	Student's age calculated from DOB as of 11/22/2013
Gender	STARS/ProActive	Student's Gender
Grade	STARS/ProActive	Student's Grade
Race	STARS/ProActive	Student's Race
ELL	STARS/ProActive	Student's English Language Learner Status
LEA	STARS/ProActive	Student's attending LEA as of 10/7/2013
School Name	STARS/ProActive	Student's attending school as of 10/7/2013



Child Count Summary of Actions

Review/Correct Demographic Student Information

- If any of the student demographic information is inaccurate, the data must be corrected in the source system, the Student Information System (SIS) for the LEA.
- If the student is at a Charter LEA, the information must also be corrected in ProActive
- Be sure to allow for adequate time when reviewing/correcting data. Ensure there is time for the data to go from the SIS to ProActive and eventually to OSSE
- Work closely with the LEA Data Manager to ensure that all data is accurate and up to date in all systems



Child Count Summary of Actions

Review Special Education Information for Student

SPECIAL EDUCATION DATA REVIEW SECTION		
Primary Disability	SEDS	Student's primary disability as of 11/22/2013
Most Recent IEP Date	SEDS	Date of most recent IEP as of 11/22/2013
IEP Event Date	SEDS	Event ID for IEP from which SERVICES are pulled
Most Recent Eligibility Date	SEDS	Date of most recent eligibility as of 11/22/2013
Total Hours Outside General Ed Setting	SEDS	Hours for all specialized instruction and related services prescribed on the IEP delivered OUTSIDE of the general education setting
Total Hours In General Ed Setting	SEDS	Hours for all specialized instruction and related services prescribed on the IEP delivered IN the general education setting
Total Hours	SEDS	Hours for all specialized instruction and related services prescribed on the IEP regardless of setting including any hours for DEDICATED AIDE
% Outside Gen Ed Setting	Calculated based on data in SEDS	Total number of hours prescribed on IEP divided by the number of school hours by week
Educational Environment	SEDS	Education Environment from the Least Restrictive Environment page within the IEP Process; Should be the number of hours a student is receiving special education services OUTSIDE of the general education setting divided by the total school hours for the week (as captured in SEDS) OR a high intensity environment selected in SEDS based on the needs of the student
Dedicated Aide	SEDS	Whether the student has a dedicated aide prescribed on the IEP.
Dedicated Aide Hours	SEDS	If there is a dedicate aide included on the IEP, the number of hours per week the aide is assigned
SPED LEVEL	Calculated based on data in SEDS	The identified category for the student based on the TOTAL hours of special education services received regardless of the location of services AND inclusive of any hours of service for dedicated aide



Child Count Summary of Actions

Review/Correct Special Education Student Information

- If any of the student special education information is inaccurate, the data must be corrected in the source system, SEDS.
- In many cases, making updates/corrections to the student special education information will require the completion of an IEP Amendment.
- LEA should complete all IEP Amendments prior to November 22, 2013
- See [SEDS resource site](#) for a video on the IEP Amendment process
- In the context of IEP amendment, the term typographical error refers to text that is inconsistent with the LEA and parents' shared understanding, based on a prior IEP or IEP Team discussion, of a specific requirement or term found in a student's existing IEP



Child Count Summary of Actions

Review/Correct Special Education Student Information

- The process for reviewing and correcting data for SY13-14 is a new process
- ALL Special Education Data Elements must be corrected/updated in the SOURCE system. This includes
 - Educational Environment
 - Dedicated Aide Information
- Please begin the review as soon as possible and allow ample time for the completion of IEP Amendment Meeting and/or Annual IEP Review Meetings as needed



Child Count: Using Management Tools

Child Count in SLED – Primary location for LEAs to review all data for Child Count

Enrollment Audit/Child Count LEA/School Discrepancy Report – Report available in SLED that will identify discrepancies in the LEA and/or School of attendance between the Enrollment Audit Roster Verification and the Child Count in SLED

SLED Data Quality Error Report – Allows LEAs to see data errors in a student's enrollment and/or demographic record that would potentially prevent the student from appearing accurately in the Enrollment Audit Roster Verification or Child Count in SLED (or in SEDS)

OSSE Support Tool – A quick base application that will allow LEAs to enter a request for support from OSSE for the purposes of correcting/updating Enrollment Audit or Child Count data; Available to SEDS LEA Data Administrators (LDAs) and Enrollment Audit or LEP Point of Contacts

SEDS Resource Site – Provides guidance documents on the use of SEDS, particularly the process for completing IEP Amendments

Using SLED



A screenshot of the SLED website's login page. The page has a green header with the SLED logo and the text "DC STATEWIDE LONGITUDINAL EDUCATION DATA SYSTEM". Below the header is a navigation menu with items: Home, Library, Data Collection Calendar, Reports, Report Violations, LEA Directory, and Data R... The main content area is titled "Login" and contains a note about browser compatibility, followed by "User name:" and "Password:" input fields. A red oval highlights the "User name:" field, and a red arrow points from a text box on the right to this field. Below the fields are "Sign In" and "Cancel" buttons, and a link for "OSSE User Login".

Login to SLED with the User name and Password that was emailed from SLED.info@ dc.gov

Using SLED



★ ★ ★
SLED DC STATEWIDE LONGITUDINAL EDUCATION DATA SYSTEM

SLED LEA Admin: sledleatestuser1@gmail.com
Logout

Home Library Data Collection Calendar Reports Report Violations LEA Directory Data Request LEA

Surveys
Search
Enrollment
Direct Certification
Data Quality Error Reports
Help & Feedback

Current Enrollment (uncertified) Duplicative Enrollment Report Roster Verification Child Count SEDS/SLED School Discrepancy

The screenshot shows the SLED web application interface. At the top, there is a header with the SLED logo and the text "DC STATEWIDE LONGITUDINAL EDUCATION DATA SYSTEM". To the right of the header, it displays "SLED LEA Admin: sledleatestuser1@gmail.com" and a "Logout" link. Below the header is a navigation bar with several colored buttons: Home (orange), Library (green), Data Collection Calendar (teal), Reports (blue), Report Violations (orange), LEA Directory (green), Data Request (teal), and LEA (blue). On the left side, there is a vertical menu with the following items: Surveys, Search, Enrollment, Direct Certification, Data Quality Error Reports, and Help & Feedback. The "Data Quality Error Reports" item is circled in red. In the main content area, there is a horizontal list of items: Current Enrollment (uncertified), Duplicative Enrollment Report, Roster Verification, Child Count, and SEDS/SLED School Discrepancy. The last four items are circled in red.

Using OSSE Support Tool



Login to OST with your existing QuickBase log in information. If you have not previously used a QuickBase application, you will be able to register for an account

The screenshot shows the OCTO interface. At the top left is the 'octo' logo. Below it are navigation links for 'My Apps' and 'OSSE Support Tool', with the latter highlighted in blue. Below the navigation is a breadcrumb trail: 'QuickBase > My Apps in OCTO'. Below the breadcrumb is a search bar with the text 'Search my apps...', a link for 'Adv. Search', and a green '+ New App' button. Below the search bar is a table with the following structure:

App Name	Activity	Last Visited
 OSSE Support Tool		Sept. 11

Using OSSE Support Tool



Testing as LEA Data Administrator role End Test

OSSE Support Tool + New Alerts Lori (OSSE-Contractor) Ludwick

My Apps OSSE Support Tool OSSE IDEAFacts 2012 New App

Home Quick Reference Guides

OSSE Support Tool OSSE Support Tool Import/Export Print this page

Request Options

Add Request for Support
Click on this button to submit a request.

Request Transfer of Student Records
Click on this button to request the transfer of student records.

Review of Transfer Requests
Click on this button to review the status of transfer requests.

Support Request Summary

Full Report	Email	More	No results
Related LEA - Title	Status	Number of Issues	

No records found

Support Request Status

- Green:** Request has been newly submitted and has not yet been reviewed by OSSE personnel.
- Blue:** Request has been reviewed by OSSE personnel and a resolution is pending.
- Red:** Request has been reviewed by OSSE personnel and requires additional information from the requestor.

New/Requires Review

Status	Issue Type	Issue Option Name	If Other, Please Specify:	USI	First Name	Last Name	Attending School	Issue Description
No issues found								



Using OSSE Support Tool

- Use the OSSE Support Tool (OST) to submit a request for support from OSSE
- The OST is available to SEDS LEA Data Administrators, Heads of LEA, Enrollment Audit Point of Contact and LEP Point of Contact
 - SEDS LDAs have access to enter issues about anything related specifically to SEDS
 - Other OST users have access to enter issues specific to Enrollment or Enrollment Audit issues
- There are two specific instances where information must be entered into the OST:
 - IEP Amendments that are completed BETWEEN 11/23/13 and 11/27/13 ONLY; If an IEP Amendment is completed on or prior to 11/22/13, the data will automatically be captured in the Child Count in SLED
 - If dedicated aide information in Child Count in SLED is not accurate and the LEA feels that an IEP Amendment should not be completed to make the correction, it MUST be entered in OST



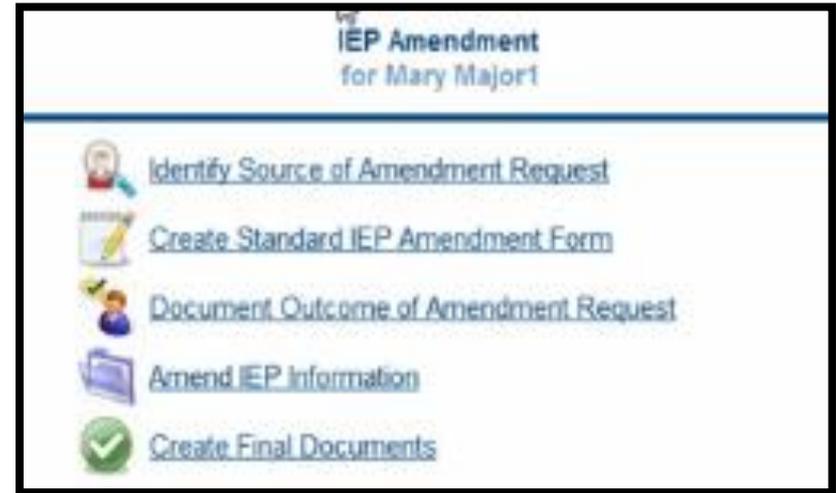
Child Count A Closer Look: Amendments

- All IEP amendments for corrections to special education data should be made on or prior to November 22, 2013.
- Any IEP Amendment completed between November 23, 2013 and November 27, 2013 for the purposes of correcting Child Count data must be submitted to OSSE in the OSSE Support Tool by the SEDS LEA Data Administrator (LDA).
- In the context of IEP amendment, the term typographical error refers to text that is inconsistent with the LEA and parents' shared understanding, based on a prior IEP or IEP Team discussion, of a specific requirement or term found in a student's existing IEP.

A Closer Look: Amendments

Phase II- Review and Correct

- Changes to special education data must be made in SEDS
- Changes may be made via IEP annual review OR IEP amendment process
- If IEP team elects to make changes via IEP Amendment-- must follow requirements of OSSE amendment guidance and be completed in the SEDS Amendment Tab. See [SEDS resource site](#) for a video on the IEP Amendment process



A Closer Look: Amendments



ENTERING IEP AMENDMENT INFORMATION IN OST

- IF AN IEP AMENDMENT is completed for the purposes of updating or correcting Child Count data between the date of November 23 and November 27, 2013, the LEA must submit a request through the OSSE Support Tool
- Include the following in the Student Information Block:
 - Student USI
 - Student Last Name
 - Student First Name
 - Student DOB
- Include the following in the IEP Amendment Block:
 - IEP Amendment Date
 - IEP Amendment Event ID
- In the ISSUE DESCRIPTION box, enter the following information:
 - Child Count data element(s) that need to be updated for Child Count



A Closer Look: Amendments

If a user attempts to enter an IEP Amendment Issue in the OST prior to November 23, 2013, the user will receive the following message:

It is not necessary to report IEP Amendments to the OSSE until after November 23, 2013.

OK



Child Count A Closer Look: Environments

- The educational environment for students will be displayed based on the Least Restrictive Environments Section in the IEP Process tab in SEDS.
- If the Educational Environment is missing or inaccurate in SLED, LEAs must hold an IEP meeting or complete an IEP Amendment in SEDS.
- In the context of IEP amendment, the term typographical error refers to text that is inconsistent with the LEA and parents' shared understanding, based on a prior IEP or IEP Team discussion, of a specific requirement or term found in a student's existing IEP.



Child Count A Closer Look: Environments

- Tip for Independent Charters: Be sure to select in SEDS as the appropriate educational environment for students placed at nonpublic schools, typically “Separate School” or “Residential”
- Please pay close attention to the age of the student and the educational environment that was selected at the time of the last IEP. There are certain educational environments that are appropriate for students between the ages of 3 and 5 years old and then between the ages of 6 and 21 years old. Review carefully to ensure that an age appropriate educational environment has been identified for all students.



A Closer Look: Dedicated Aide

- In most cases, any changes to the dedicated aide information will need to be corrected/updated by completing an IEP Amendment
- In a case where the dedicated aide information is not accurate but the LEA does not feel that an IEP Amendment should be done, the LEA can submit a request for support in the OSSE Support Tool

Dedicated Aide Information Entered Into OSSE Support Tool



Issues } Add Issue

OSSE Support Request

Directions:
Use this form to request support for SEDS.

Issue Type *
Child Count

Issue Sub-Category: *
Dedicated Aide

Student Information

First Name [text box] Last Name [text box]

USI [text box]

USI unavailable?

Gender [dropdown menu]

DoB [text box with calendar icon]

Age 22 at Fall Start (Aug. 1) Age 22 at Spring Start (Jan. 1)

Attending School [text box]

Dedicated Aide Information

Dedicated Aide Indicator [dropdown menu]

Dedicated Aide Hours [text box]

- Select Child Count as the Issue Type
- Select Dedicated Aide as the Issue Sub-Category
- Enter the identifying student information
- Enter the Dedicated Aide Response
- Enter the Dedicated Aide Hours
- In the ISSUE Description field, provide a brief statement explaining why dedicated aide information needs to be changed outside of an IEP Amendment



- After following all the troubleshooting steps outlined, if there are questions or issues remaining, please access [OSSE SUPPORT TOOL](#) to submit your question

OSSE Support Tool | OSSE Support Tool

Request Options

Add Request for Support
Click on this button to submit and issue.

Request Transfer of Student Records
Click on this button to request the transfer of student records.

Review of Transfer Requests
Click on this button to review the status of transfer requests.

Support Request Summary

Full Report | Email | More ▾ | No results

Status Category	Number of Issues
No records found	

Support Request Status

- **Green:** Request has been newly submitted and has not yet been reviewed by OSSE personnel.
- **Blue:** Request has been reviewed by OSSE personnel and a resolution is pending.
- **Red:** Request has been reviewed by OSSE personnel and requires additional information from the requestor.



Steps for Submitting Child Count Certification

To submit the final certification after November 22, 2013, follow the steps below:

- Review all special education data elements present in SLED under the Child Count tab.
- Correct demographic data in your SIS (DC Stars for DCPS and SIS/ProActive for charter LEAs)
- Correct special education data in SEDS
- After November 22, 2013, to certify your data, download, fill out, and sign the 2013 Enrollment Audit Data Verification and Child Count Certification Form (work internally at your LEA to coordinate the two parts of this Form).
- Print the Certified Child Count Roster from SLED.
- Email to OSSE at osse.enrollmentaudit@dc.gov both :
 - The 2013 Enrollment Audit Data Verification and Child Count Certification Form
 - The Certified Child Count Roster



OSSE Review of LEA Certification

It is highly recommended that LEAs submit their certification as soon as possible after November 22, 2013.

OSSE will review certification for the following items:

- Certification form must be signed by the Head of LEA
- There must not be any handwritten corrections on the certified roster report
- The number of students entered on the Certification Form must match the number of students on the certified roster report
- The date the Certification Form is signed must be after 11/22/13

If any of these items are missing or unclear, the LEA will be required to make the necessary adjustments and submit a new certification. The LEA certification must be ACCEPTED by OSSE before 11/27/13 at 5:00PM to be considered timely.



Child Count Generate a Roster

- All certification documents **MUST** be submitted with a roster attached.
- Follow directions in SLED for generating a roster.
- Do not hand write corrections to data on roster.



Child Count Submit Certification

- LEAs must certify that all Child Count information is correct via SLED **no later than 5:00 pm, Wednesday, November 27, 2013:**
- Remember: DCPS will certify the data for students with disabilities for Dependent Charters since these LEAs elected DCPS as their LEA for special education.
- Failure to submit timely documentation could result in:
 - Impact on local determinations
 - Impact on funding



Child Count Analysis

OSSE will review all data submitted to find the following, not limited to:

- Students duplicated across LEAs
- Students with missing demographic information
- Students that are not ages 3 through 21
- Students with primary disability of developmental delay older than 7 years old
- Discrepancies in Educational Environment



Child Count Report to LEAs

- As a result of OSSE analysis, by December 5, 2013 LEAs will receive a report of the following:
 - Issues identified in OSSE analysis
- LEAs will have an opportunity to make corrections and resubmit a certification with an updated roster from SLED **no later than December 13, 2013 at 5:00pm.**



Child Count Review & Resubmission

- If the LEA receives one or more issues identified through the analysis process, corrections must be made and the LEA **must recertify no later than December 13, 2013.**
- Follow directions for making corrections and submitting certification as outlined in this presentation and in the OSSE Child Count manual.

Help Resources



- OSSE Child Count Manual: OSSE website
- New account requests: [OSSE SUPPORT TOOL](#)
- Account problems/troubleshooting: [OSSE SUPPORT TOOL](#)
- Issues with demographic data: ProActive or STARS representatives
- Questions about Educational Environments: [OSSE SUPPORT TOOL](#)
- For a full list of resources for specific questions see the OSSE Child Count Manual
- A recording of the Child Count webinar can be found [here](#)