



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INSPECTOR GENERAL
1999 BRYAN STREET, HARWOOD CENTER, SUITE 1440
DALLAS, TEXAS 75201-6817
PHONE: (214) 661-9530
AUDIT FAX: (214) 661-9531 INVESTIGATION FAX: (214) 661-9589



October 23, 2006

Control Number
ED-OIG/A06G0008

Superintendent Sandy Garrett
State Superintendent of Public Education
Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105-4599

Dear Superintendent Garrett:

This **Final Audit Report**, entitled *Data Quality Review of the Oklahoma Consolidated State Performance Report*, presents the results of our audit. The purpose of the audit was to determine whether Oklahoma State Department of Education's (OSDE) required reporting of graduation and dropout rates in the 2003-2004 Consolidated State Performance Report (CSPR) were supported by reliable data and met the requirements of the Elementary and Secondary Education Act (ESEA), as amended. Our review covered the reporting period of July 1, 2003 – June 30, 2004.

BACKGROUND

Sections 9302 and 9303 of the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB), Public Law 107-110, provide to States the option of applying for and reporting on multiple ESEA programs through a single consolidated application and report.

The CSPR includes the following ESEA programs:

- Title I, Part A, Part B, Subpart 3, Part C, Part D, and Part F
- Title II, Part A and Part D
- Title III, Part A
- Title IV, Part A, Subparts 1 & 2 and Part B
- Title V, Part A
- Title VI, Section 6111 and Part B

The NCLB CSPRs consist of two information collections. Part I of the CSPR must be submitted in January and provide information from the prior school year related to the five ESEA Goals. Part II of the CSPR, due to the Department by April 15, consists of information related to State activities and the outcomes of specific ESEA programs. The five ESEA Goals established in the June 2002 Consolidated State Application were as follows:

- **Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.
- **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **Performance Goal 5:** All students will graduate from high school.

For the time period of our review, school years 1999-2000 through 2002-2003, OSDE processed manually collected aggregate graduate data, disaggregated by ethnic group, with no student-level information. Dropout data contained some student-level information and was also manually gathered. The data were then entered into an electronic file and transferred to the mainframe computer system databases. The current computer system is not a statewide system, does not have unique student identifiers, does not track student-level data, and does not have the capability to track students over time or by cohort.

OSDE issued a contract in June 2005 for a five year phased development of a State student information system, known as *the Wave*. Unique statewide student testing numbers, to be assigned to students for the duration of their enrollment in Pre-Kindergarten through 12th grade education, will be issued as part of this system. Alignment with National Center for Education Statistics (NCES) codes and definitions is required whenever possible. The Wave includes an on-line student locator component that will record the movement of students from one school to another throughout the year. Once populated with statewide data, the Wave will provide the basis for longitudinal analysis of student performance and will enable the OSDE to derive accurate enrollment, dropout and graduation statistics as defined by Department of Education and required under NCLB. It is planned that the Wave will have four years of student level data, necessary for tracking and reporting student data by cohort, starting in the 2009-2010 school year.

The definitions below are terms used when discussing the cohort.

- **Graduate** – An individual who has completed high school in the standard number of years (4 years) and has received formal recognition from school authorities.
- **Dropout** – an individual who
 - a. Was enrolled in school at some time during the previous school year; and
 - b. Was not enrolled at the beginning of the current school year; and
 - c. Has not graduated from high school or completed a state- or district-approved educational program; and
 - d. Does not meet any of the following exclusionary conditions:

- 1) Transferred to another public school district, private school, or state- or district-approved educational program (including correctional or health facility programs);
 - 2) Temporary absence due to suspension or school-excused illness; or
 - 3) Death.
- **Leaver** – A student who was enrolled or in attendance during a school year and who stopped attending during the year or did not return the following year. School leavers are categorized as dropouts, or students who withdraw to: (a) enroll in other public or private schools in the state; (b) enroll in schools outside the state; (c) enroll in colleges or General Education Development (GED) preparation programs; or (d) enter home schooling.
 - **Cohort** - Students who started high school (i.e., ninth grade) plus student transfers in, less student transfers out in year Y; plus student transfers in, less student transfers out in year Y+1; plus student transfers in, less student transfers out in year Y+2; plus student transfers in, less student transfers out in year Y+3.

For our review, we selected the three largest school districts in Oklahoma--Tulsa Public Schools (TPS), Oklahoma City Public Schools (OKCPS), and Putnam City Schools (PCS)--and went to the three largest high schools within those districts.

AUDIT RESULTS

OSDE met the requirements of ESEA by reporting graduation and dropout rates. However, OSDE used a graduation rate formula for 2002-2003 that did not meet the requirements of the NCLB graduation rate definition. In addition, graduation data were found to be reliable, OSDE calculated graduation and dropout rates reported in the 2003-2004 CSPR using dropout data that were not reliable. In its comments to the draft report, OSDE concurred with our findings and recommendations. The full text of OSDE's comments on the draft report is included as an Attachment to the report.

FINDING NO. 1 – OSDE's Approved Graduation Rate Formula Did Not Meet NCLB Requirements

OSDE used a graduation rate formula for school year 2002-2003 that did not meet the requirements of the NCLB graduation rate definition.

NCLB Graduation Rate Definition

NCLB defines graduation rates as the percentage of students who graduate from high school with a regular diploma in the standard number of years. The standard number of years is determined by a state and is generally based on the structure of the school. For example, a high school with grades 9 through 12 would have 4 as its standard number of years while a school with grades 10

through 12 would have 3 as its standard number of years. This method of measure is a cumulative indicator derived from student-level information and reported as a function of entry year and graduation year. This method uses a cohort definition to track students through the years spent in high school.

OSDE Graduation Rate Formula

OSDE did not have a comprehensive statewide data system capable of tracking, calculating, and reporting student data by cohort. Without the capability to calculate a cohort graduation rate, OSDE requested approval to use a synthetic graduation rate formula. In May 2003, the Secretary of Education approved the proposed graduation rate formula as a part of the accountability plan contained in the Oklahoma Consolidated State Application Accountability Workbook. The synthetic graduation rate calculation, shown below, used dropout data for Grades 9-12 from a given school year:

Number of Students Graduating with a Regular Diploma Including Summer Graduates

Number of Students Graduating with a Regular Diploma Including Summer Graduates

+

Number of Grades 9-12 Dropouts

+

Number of Students Receiving GEDs

OSDE Graduation Rate Formula Did Not Meet NCLB Requirements

Although the Department approved the formula, OSDE used a graduation rate formula for school year 2002-2003 that did not meet the requirements of the NCLB graduation rate definition. Specifically, the graduation rate formula did not measure graduates with a regular diploma in the standard number of years (4 years), did not account for continuing students, and used dropout data from a single school year for grades 9-12.

- OSDE collected and used the number of graduates for a given school year regardless of the number of years spent to achieve a regular diploma, which allows for the inclusion of graduates taking longer than 4 years. When this number includes graduates taking longer than 4 years, it overstates the graduation rate.
- The denominator included graduates, dropouts, and GED recipients but did not account for students that did not graduate but continued their high school education into the following year. Not accounting for continuing students also overstated the graduation rate.
- The formula used dropout data for a single school year for grades 9-12 which approximated annual dropout data for all grades instead of data that tracked only the students in the cohort. We did not have enough information to determine the effect of the resulting misstatement.

This occurred because OSDE's current data collection system did not have the capability to track data over the cohort. In addition, OSDE's graduation data collection process did not include a definition or requirement to report only those students that graduated in the standard number of years and did not account for continuing students.

NCLB places emphasis on and strengthens the accountability for results. It is important that graduation rates are accurate, not overstated or understated, because these rates are performance measures considered by the Department, the State, and the public in comparison to other States' performance. The information is also needed to assess school, district and State accountability.

OSDE and the Department are currently negotiating the graduation rate formula for 2004-2005 and forward that uses dropout data over the cohort. In addition, OSDE continues to implement the Wave as the Statewide system, containing unique student identifiers, student-level information, and the capability to track student data over the cohort.

Recommendations

We recommend that the Assistant Secretary for Elementary and Secondary Education require OSDE to—

- 1.1 Develop, implement, and execute a definition of a graduate in the standard number of years for identifying and reporting graduate data.
- 1.2 Ensure that all students, including continuing students, are accounted for in the denominator of the 2005-2006 and subsequent graduation rate formulas.

Auditee's Comments

OSDE concurred with our finding and recommendations.

FINDING NO. 2 – Dropout Data Were Not Reliable

Although graduation data were found to be reliable, OSDE calculated graduation and dropout rates reported in the 2003-2004 CSPR using dropout data that were not reliable.

Graduation and Dropout Data Reporting and Leaver Processing

In October of each school year, schools report aggregate graduation data, containing no student-level information, for the previous school year directly to OSDE. The graduation data is submitted in Application for Accreditation reports. Schools directly report dropout data with student-level information by quarter and at the end of the school year on the Student Dropout Report. OSDE does not collect leaver data except for dropout data. OSDE provided instructions with the Application for Accreditation reports and issued Student Dropout Reporting Procedures to guide schools in reporting requirements. OSDE also provided periodic updates on graduation and dropout reporting during fall conferences with school superintendents, as well as ad hoc support when contacted by school or district personnel. However, training was not provided to all levels of personnel involved with graduation and dropout reporting. Although OSDE

personnel reviewed graduate numbers as a part of the Application for Accreditation reports, little or no monitoring of graduate numbers to source documents was done and no monitoring of dropout data to source documents was performed.

Schools process student leavers throughout the year. These leavers include transfers between Oklahoma districts, transfers out of Oklahoma, and dropouts, among others. At the time a student leaves, the school collects information about where the leaver is going, assigns a loss code, and records the withdrawal information in their district system. Processing leavers and reporting dropouts are separate but related processes. These processes can require multiple decision points to determine whether a leaver will be reported as a dropout. A contributing factor to the need for multiple decision points is that a single loss code can be applied to several types of leaver. For example, loss code L4, can be assigned to transfers out of Oklahoma, students returning to their home country, graduates and dropouts. OSDE requires a transfer to another district, state, or country be supported by a request for records by the gaining school. Without the request for records, the leaver must be reported as a dropout. In the case of a student transferring out of Oklahoma, the school processes the withdrawal, collects information on where the student is going, assigns a loss code of L4, and must track whether a request for records is received from the gaining school and when. If the gaining school sends a request for records by the end of the quarter in which the student withdrew, the school records the request, sends the records, and no further action is required. If the gaining school does not send a request for records by the end of the quarter in which the student withdrew, the school is required to report the transferred student as a dropout on the Student Dropout Report. If the gaining school subsequently makes a request for records, the school may remove the student from the dropout report as long as the request was made prior to the end of the school year.

Graduation Data Reliability

To review graduation data, we selected a sample of graduates in school year 2002-2003. The graduate sample data populates the numerator and is a factor of the denominator in the graduation rate formula. All but one of the 252 graduate records reviewed were fully supported. We determined the reported graduation data were reliable.

Dropout Data Reliability and Calculated Rates

OSDE calculated graduation and dropout rates reported in the 2003-2004 CSPR using dropout data that were not reliable. Specifically, OSDE used dropout data that were not reliable in the denominator of the graduation rate formula and the numerator of the dropout rate formula.

To review dropout data, we selected two samples to determine whether the dropouts among leavers were correctly identified and reported. The first sample was of leavers over the four-year cohort period, school years 1999-2000 through 2002-2003. Although OSDE could not track leaver data by cohort, based on data available at the districts we created a cohort universe and selected a sample of cohort leavers to review. Similarly, for the second sample we obtained district data for leavers from grades 9-12 of the reporting year.

- Leavers and dropouts from the cohort leavers sample data populate the denominator of a cohort graduation rate formula. The dropouts of the last year of the cohort partially populate the numerator of the dropout rate. Of the 178 cohort leaver records

reviewed, 42 (23.6 percent) had inadequate or no supporting documentation. Without sufficient supporting documentation, we could not determine whether the loss codes were accurate. In addition, 138 of the 178 cohort leavers were reportable as dropouts. However, 89 (64.5 percent) of the reportable dropouts were not reported by the schools on the Student Dropout Report to OSDE. The dropout data were not reliable and were underreported. If OSDE tracked a cohort and used a cohort graduation rate formula, these leaver data and dropout reporting deficiencies would have resulted in unreliable and inaccurate graduation and dropout rates.

- Dropouts from the reporting year leavers sample populate the denominator of the graduation rate formula and the numerator of the dropout rate formula. Of the 296 reporting year leavers records reviewed, 66 (22.3 percent) had inadequate or no supporting documentation. Without sufficient supporting documentation we could not determine whether the loss codes were accurate. In addition, 212 of the reporting year leavers were reportable as dropouts. However, 103 (48.6 percent) of the reportable dropouts were not reported by the schools on the Student Dropout Report to OSDE. The dropout data were not reliable and were underreported, resulting in an overstated graduation rate and an understated dropout rate.

These deficiencies occurred because of inadequate guidance, training, and monitoring. In addition, the withdrawal and dropout reporting processes and loss codes could be simplified.

NCLB increases the importance of data and the need for the Department to have data that are reliable and valid. Unreliable data causes graduation and dropout rates to be inaccurate, either overstated or understated. It is important that the data be reliable in order for the Department, the State, and the public to compare their states' performance against other states' performance and to assess school, district, and State accountability.

Recommendations

We recommend that the Assistant Secretary for Elementary and Secondary Education require OSDE to—

- 2.1 Develop and provide necessary personnel with adequate training on graduation and dropout data collection and reporting.
- 2.2 Monitor graduation and dropout data collection and reporting at the State, district, and site levels.
- 2.3 Revise guidance for Gain/Loss codes, withdrawal definitions, and required documentation, to achieve simplified withdrawal and dropout data reporting processes.

Auditee's Comments

OSDE concurred with our finding and recommendations.

OTHER MATTERS

Schools submit graduate data on the OSDE Application for Accreditation reports each October. These reports contain other data, such as the number of 12th graders at the school. Once collected, the data were input to electronic files and transferred into the OSDE computer system databases. The database used to calculate the graduation rate contains a field of data for the number of 12th graders and a field of data for the number of graduates.

During our audit, we identified that OSDE miscalculated the 2002-2003 graduation rates for schools, districts, and the State and reported the State 2002-2003 graduation rate as 86% when the actual rate was 85%. Specifically, OSDE reported erroneous graduation rates that were miscalculated using 12th grader data instead of graduate data. This occurred because the wrong field of data was inadvertently selected for the rate calculation, and there were no checks or balances to ensure the correct data field was used.

Since the erroneous rates were used to assess school and district performance, OSDE reviewed the assessments to identify any schools that could have been negatively impacted by the graduation rate error. The review found no schools were impacted in regard to the School Improvement program due to the rate error.

In May 2006, OSDE personnel developed an additional check in preparation of the graduation rate calculation that will ensure the correct data field is selected in the future. This additional check was included in the internal instructions used by the personnel that perform the rate calculations. Because OSDE took corrective action during our audit, no recommendations are required.

OBJECTIVE, SCOPE, AND METHODOLOGY

The overall objective was to determine whether OSDE's required reporting of graduation and dropout rates in the 2003-2004 CPSR were supported by reliable data and met the requirements of the ESEA. Specifically, we determined whether the—

- Data for graduates were accurate and documented;
- Leaver data in the four-year cohort for dropouts were accurate, documented, and reported; and
- Leaver data in the reporting year for dropouts were accurate, documented, and reported.

To accomplish our objective, we—

- Reviewed written policies and procedures for monitoring school supplied data;
- Reviewed applicable laws, regulations, and other guidance;
- Interviewed officials at OSDE and selected school districts; and
- Reviewed student files at the three largest high schools in the selected school districts.

We judgmentally selected Tulsa Public Schools, Oklahoma City Public Schools, and Putnam City School districts for review because they were the largest districts in the State.

For testing purposes, we had each district extract from their system three universes of students—

- One universe was of graduates for 2002-2003. From the graduates, we drew a random 10% sample with a maximum of 50 and a minimum of 10 students for review at each high school from a universe of 2,518 students.
- The second universe was of students that left each school in the 9th grade in the 2000 school year, the 10th grade in the 2001 school year, the 11th grade in the 2002 school year, and the 12th grade in the 2003 school year. This comprised our database of leavers from the cohort (due to system limitations one district was unable to provide the cohort leavers for review.) From the cohort leavers, we drew a 10% random sample of students (with the same minimum/maximum as above) that left the cohort at each high school to ensure they were properly classified from a universe of 1,792 students.
- The third universe was of students that left school during the 2003-2004 reporting year. From this extract, we drew a 10% random sample with a maximum of 50 and a minimum of 10 students at each high school to ensure they were properly classified from a universe of 3,054 students.

To achieve our audit objective, we relied, in part, on computer-processed data related to the student information contained in each district's database. We verified the completeness of the data by comparing source records to computer-generated data, and verified the authenticity by comparing computer-generated data to source documents. Based on these tests, we concluded that the data were sufficiently reliable to be used in meeting the audit's objective.

We conducted our fieldwork at OSDE, OKCPS, TPS, and PCS between February 7, 2006, and June 15, 2006. An exit conference was held with OSDE officials on September 8, 2006.

Our audit was performed in accordance with generally accepted government auditing standards appropriate to the scope of the review described above.

ADMINISTRATIVE MATTERS

Statements that managerial practices need improvements, as well as other conclusions and recommendations in this report, represent the opinions of the Office of Inspector General. Determinations of corrective action to be taken will be made by the appropriate Department of Education officials.

If you have any additional comments or information that you believe may have a bearing on the resolution of this audit, you should send them directly to the following Education Department official, who will consider them before taking final Departmental action on this audit:

Henry Johnson
Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

It is the policy of the U. S. Department of Education to expedite the resolution of audits by initiating timely action on the findings and recommendations contained therein. Therefore, receipt of your comments within 30 days would be appreciated.

In accordance with the Freedom of Information Act (5 U.S.C. §552), reports issued by the Office of Inspector General are available to members of the press and general public to the extent information contained therein is not subject to exemptions in the Act.

Sincerely,

/s/
Sherri L. Demmel
Regional Inspector General
for Audit

Attachment



SANDY GARRETT
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA

October 4, 2006

Control Number
ED-OIG/A06G0008

Ms. Sherri L. Demmel
Regional Inspector General for Audit
United States Department of Education
Office of Inspector General
1999 Bryan Street, Harwood Center, Suite 1440
Dallas, Texas 75201-6817

Dear Ms. Demmel:

On September 12, 2006, the Oklahoma State Department of Education (OSDE) received Draft Audit Report, ED-OIG/A06G008. The OSDE appreciates the opportunity to respond to the Office of Inspector General's (OIG) findings outlined in its draft audit report. The OSDE does not disagree with the findings. According to your letter our response was due in 30 days.

Response to Recommendations:

1.1 The Office of Accreditation at the Oklahoma State Department of Education will collect for the 2005-2006 school year the number of students who graduated in the standard number of years. This information is collected on the October 1 accreditation report. For graduation rate calculations the number of students who graduated in the standard number of years will be used as the numerator.

1.2 Beginning with the graduation rate calculation for the 2005-2006 school year the number of students who continue in school and do not graduate will be included in the denominator as part of the calculation.

2.1 Beginning immediately, official correspondence from the State Superintendent will be sent to each district superintendent announcing ongoing videoconferences designed to help personnel in our 540 school districts, who have responsibility for reporting dropouts to the Department, accurately gather and report that data. The videoconferences will begin Friday,

OKLAHOMA STATE DEPARTMENT OF EDUCATION
2500 NORTH LINCOLN BOULEVARD, OKLAHOMA CITY, OK 73105-4599
(405) 521-3301, FAX: (405) 521-6205

<http://sde.state.ok.us>

FIRST IN THE TWENTY-FIRST



Ms. Sherri L. Demmel
Regional Inspector General for Audit
Control Number ED-OIG/A06G0008
Page 2
October 4, 2006

December 8, 2006, and will be broadcast quarterly to all school districts. In addition, upon request, Dr. Meritt, the only staff member with responsibilities for dropout reporting, will go to all schools requesting on-site professional development and technical assistance.

2.2 While on-site, Dr. Meritt will monitor graduate numbers to source documents. In addition, a random sample of the other districts will be reviewed regarding graduation and dropout data collection.

2.3 The Wave staff is in the process of revising guidance for Gain/Loss codes, withdrawal definitions, and required documentation for all districts reporting student information online. Correspondence was mailed to the school districts on September 25, 2006, with the directions for online reporting of dropout information with additional information and a sample form that will simplify withdrawal of a student which we believe will greatly reduce the numerous decision points that may be impeding the efficient and expedient, not to mention accurate reporting of dropouts.

Sincerely,



Sandy Garrett
State Superintendent

rm

Enclosures: 2006-2007 Graduation Report
September 25, 2006, Letter
Student Dropout Reporting Instructions
Student Withdrawal Form

Sandy Garrett
 State Superintendent of Public Instruction
 Oklahoma State Department of Education

2006-2007 GRADUATION REPORT

CODE

--	--

--	--	--	--

--	--	--

County District Site

Please report the number of students that graduated the school year of 2005-2006 in each applicable category.

	Black		Alaskan Native or American Indian		Hispanic		Asian		Pacific Islander		White or Other		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
2005-06 Graduates Total by ethnic group													
Students who graduate with a High School diploma in the standard number of years (4 years)													
Number of graduates on IEP*													
Number of graduates identified as ELL**													
Number of graduates that were eligible for free and reduced-price lunch													

*IEP: Individual Educational Program

**ELL: English Language Learners are students who have been identified by federally required English Proficiency test.



SANDY GARRETT
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA

September 25, 2006

Dear Administrator:

The enclosed instructions are being sent to assist you with the Student Dropout Report. **THE FOURTH QUARTER REPORT IS DUE ONLINE NO LATER THAN THURSDAY, OCTOBER 5, 2006.** In order that we may be in compliance with the United States Department of Education's Common Core of Data, the dropout reporting year is defined as October 1 through September 30. Take a moment to read the enclosed instructions and the *Student Dropout Reporting Procedures* located online under number one of the instructions—you will not be able to effectively record dropouts if you are not familiar with the information contained in the procedures manual.

An online Student Dropout Report shall be prepared quarterly (every three months) for each school site in Oklahoma that serves Grades 7 through 12. For dropout reporting purposes, quarters are defined as the three-month periods ending December 31, March 31, June 30, and September 30. Quarterly reports from each dropout reporting site are to be submitted online by the fifth of the month following the end of the quarter under report. **THEREFORE**, if school is not in session on December 31 and June 30, submit the quarterly report on the last day that you are in session. For example, if you will be out of school for winter break on December 31 and unable to certify your report by January 5, submit the report on the last day you are at the school site. If the reports are not submitted on time, the District will be issued a deficiency from the Regional Accreditation Officer at the time of the Accreditation visit.

Districts who have reported one or more dropouts from October 1, 2005, through September 30, 2006, will be required to complete and submit the Reentry Checklist. The Reentry Checklist is to be submitted online no later than Monday, October 23, 2006. See the enclosed instructions as well as the *Student Dropout Reporting Procedures* located online for complete instructions.

To assist you in reporting your dropout data more efficiently, videoconferences on dropout procedures will be offered quarterly. Our first videoconference will be Friday, December 8, 2006, at 1:30 p.m. The quarterly videoconferences schedule will be posted on the Oklahoma State Department of Education Web site <<http://sde.state.ok.us>>.

Please contact Ms. Ginger DiFalco in the School Improvement Office at (405) 522-0276 if you have questions regarding student dropout reporting.

Sincerely,

Mary L. Meritt, Ed.D.
Assistant Superintendent
School Improvement

gmd

Enclosure

OKLAHOMA STATE DEPARTMENT OF EDUCATION
2500 NORTH LINCOLN BOULEVARD, OKLAHOMA CITY, OK 73105-4599
(405) 521-3301, FAX: (405) 521-6205

<http://sde.state.ok.us>

FIRST IN THE TWENTY-FIRST



Sandy Garrett, State Superintendent of Public Instruction
Oklahoma State Department of Education

STUDENT DROPOUT REPORTING INSTRUCTIONS

September 25, 2006

Please follow the steps listed below to complete the student dropout reporting process.

1. Access the State Department of Education home page at <<http://sde.state.ok.us>>.
2. Scroll down to locate the School District Reporting Site link on the right side of the home page. Click on the School District Reporting Site link (red oval with white letters).
3. Enter username and password; click the logon button. **Our office does not issue the username or password.** Please contact the superintendent or district logon administrator if you do not have a username or password. **If you do not know the password, you must follow specific directions to retrieve your password. The directions are contained in the "Help" link located on the left side of the School District Reporting Site screen.**
4. Locate the Student Dropout Report link on the systems menu and click on the link. If this option does not show up on the systems menu, contact your district logon administrator to obtain access to the report.
5. When you have logged on to the Student Dropout Report site, the dropout report will default to the quarterly report that is current. **If you wish to work on a past due report YOU MUST COMPLETE A TWO-STEP PROCESS TO SELECT A DIFFERENT QUARTERLY REPORT.** 1) Select the desired quarter from the drop down box, and 2) Click the Change Quarter "button."
6. **Read the information** and follow the directions located in the box of **Instructions**. Enter information as instructed. If you have questions, click on the "Help" button located at the top of each screen. The "Help" information is designed to provide instructions only for the page displayed on the screen. **REMEMBER—Complete does not mean certified! The Student Dropout Report has not been sent to the State Department of Education unless the Report Status IS LISTED AS CERTIFIED.**
7. **Student Dropout Reports are due by the 5th of the month following the end of each quarter.** For example, the fourth quarter report ends on September 30, 2006; therefore, the report must be certified no later than October 5, 2006. For dropout reporting purposes, **quarters are defined** as the three-month periods ending December 31, March 31, June 30, and September 30. **If the reports are not submitted on time, the District will be issued a deficiency from the Regional Accreditation Officer** at the time of the Accreditation visit.
8. **The Reentry Checklist** will be available to each school site that has reported at least one dropout during the October 1, 2005, through September 30, 2006, reporting period. **The Reentry Checklist will immediately appear as one of the tabs across the top of the page when the fourth quarter report is certified. The Reentry Checklist is due no later than October 23, 2006.**
9. **A sample Withdrawal Form** is available on the Student Dropout Report Site that will simplify withdrawal of a student. The form may greatly reduce the numerous decision points that may be impeding the efficient and expedient, not to mention accurate reporting of dropouts.

If you have further questions, please call Ms. Ginger DiFalco at (405) 522-0276 in the School Improvement Office.

Student Withdrawal Form

This school is accredited by the Oklahoma State Department of Education. A complete transcript will be sent upon request.

Name of School: _____ High School Jr. High Middle Elementary Other _____
CIRCLE ONE

Telephone Number of School: () _____ Fax Number of School: () _____

Name of Student: _____ Date of Birth: _____ Classification: _____

Date Last Attended: _____ Date of Withdrawal: _____ Withdrawal Code: _____

Reason for Withdrawal: _____ Student Testing Number: _____

Subject	Name of Teacher	Withdrawal Grade %	Name of Text	Teacher Initials
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Clearance:

Library: _____ Locker: _____ Cafeteria: _____ ID: _____ Parking: _____ Counselor: _____

Reported New Address of Student: _____

Records will be requested by _____ School in _____ city, state of _____.

List three relatives not residing with the student/family.

<u>Name</u>	<u>Telephone Number</u>	<u>Relationship to Student</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

 Printed Name of Parent or Legal Guardian Signature of Parent or Legal Guardian () _____
 Daytime Phone Number

 Signature of Registrar

 Signature of Assistant Principal

NOTE: OKLAHOMA STATUTES REQUIRE THAT A STUDENT BE REPORTED AS A DROPOUT UNLESS WRITTEN NOTIFICATION OF HOMESCHOOLING OR A REQUEST FOR RECORDS HAS BEEN RECEIVED.