

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
JANET C. BARRSEI
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION**

FOCUSED MONITORING REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY:

Atoka Public School District

COUNTY:

Atoka

TEAM MEMBERS:

Lydia Vaquera	Coordinator, OSDE-SES
Keisha King	Coordinator, OSDE-SES
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DATE OF REVIEW:

April 6-7, 2011

I. INTRODUCTION:

Local educational agencies (LEAs) must adopt policies and procedures consistent with State and federal requirements and are responsible for implementing programs that comply with the Individuals with Disabilities Education Act (IDEA) Part B. General supervision of LEAs is carried out at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted an on-site focused monitoring review April 6-7, 2011.

Focused monitoring is a term described by the Office of Special Education Programs (OSEP) as “*A process that purposefully selects priority areas to examine for compliance/results while not specifically examining other areas for compliance to maximize resources, emphasize important variables, and increase the probability of improved results.*” This is a process in which LEAs are selected for on-site visits by rankings on their LEA data according to their District Data Profiles, areas of concern, and/or by random selection. The focus is on priority areas selected annually by the Focused Monitoring Stakeholder Group. The focused monitoring system has a direct and positive impact on monitoring effectiveness and improvement of services for students with disabilities throughout Oklahoma.

The Focused Monitoring Stakeholder Group has chosen two priority areas for school year 2010-2011. The areas selected are Preschool Outcomes (Indicator 7) and Early Childhood Transition (Indicator 12). The Atoka Public School District was selected, according to the LEA’s District Data Profile, to be monitored in the priority area of Preschool Outcomes (Indicator 7).

Beginning July 1, 2006, the OSDE-SES required all LEAs to complete the Childhood Outcomes Summary Form (COSF) for all students entering preschool special education services at the LEA and for all students exiting preschool special education services (either by leaving the LEA, returning to regular education, or through the student’s 6th birthday) who have been receiving preschool special education services at the LEA for at least six months. The summary ratings from the COSF are collected annually through the OSDE Special Education Child Count System.

The OSDE-SES conducted an analysis of the Early Childhood Outcome data submitted by the Atoka Public School District through the Special Education Child Count System on the OSDE’s School District Reporting Site for the 2009-2010 school year.

Sites visited within the Atoka Public School District consist of the following: Atoka Elementary School. The OSDE-SES conducted interviews and student file reviews. One special education director, one special education teacher, and one speech pathologist were interviewed; 15 student files were reviewed.

A Focused Monitoring Parent Forum meeting was held on April 6, 2011, for parents of students with disabilities. Although, no parents were in attendance at the Parent Forum meeting, the OSDE-SES staff was available to provide parents with the opportunity to share concerns and answer questions regarding the area of Preschool Outcomes.

Additionally, the OSDE-SES made five parent contact attempts via telephone; none were successful, giving parents an opportunity to share any concerns they have regarding the area of Preschool Outcomes.

II. FOCUSED MONITORING PRIORITY AREA:

Performance Goals and Indicators

34 CFR § 300.157 Performance goals and indicators.

The State must—

(a) Have in effect established goals for the performance of children with disabilities in the State that—

(1) Promote the purposes of this part, as stated in § 300.1;

(2) Are the same as the State's objectives for progress by children in its definition of adequate yearly progress, including the State's objectives for progress by children with disabilities, under section 1111 (b)(2)(C) of the ESEA, 20 U.S.C. 6311;

(3) Address graduation rates and drop-out rate, as well as such other factors as the State may determine; and

(4) Are consistent, to the extent appropriate, with any other goals and academic standards for children established by the State;

(b) Have in effect established performance indicators the State will use to assess progress toward achieving the goals described in paragraph (a) of this section, including measurable annual objectives for progress by children with disabilities under section 1111 (b)(2)(C)(v)(II)(cc) of the ESEA, 20 U.S.C. 6311; and

(c) Annually report to the Secretary and the public on the progress of the State, and of the children with disabilities in the State, toward meeting the goals established under paragraph (a) of this section, which may include elements of the reports required under section 1111 (h) of the ESEA.

34 CFR § 300.601 State performance plans and data collection.

(a) General. Not later than December 3, 2005, each State must have in place a performance plan that evaluates the State's efforts to implement the requirements and purposes of Part B of the Act, and describes how the State will improve such implementation.

(1) Each State must submit the State's performance plan to the Secretary for approval in accordance with the approval process described in section 616(c) of the Act.

(2) Each State must review its State performance plan at least once every six years, and submit any amendments to the Secretary.

(3) As part of the State performance plan, each State must establish measurable and rigorous targets for the indicators established by the Secretary under the priority areas described in § 300.600(d).

(b) Data collection. (1) Each State must collect valid and reliable information as needed to report annually to the Secretary on the indicators established by the Secretary for the State performance plans.

(2) If the Secretary permits States to collect data on specific indicators through State monitoring or sampling, and the State collects the data through State monitoring or sampling, the State must collect data on those indicators for each LEA at least once during the period of the State performance plan.

(3) Nothing in Part B of the Act shall be construed to authorize the development of a nationwide database of personally identifiable information on individuals involved in studies or other collections of data under Part B of the Act.

Policies and Procedures for Special Education in Oklahoma, Amended 2010, Child Outcome Summary Form, page 152

“The Child Outcome Summary Form (COSF) is a seven-point rating scale for summarizing information to describe a student's (three-six years old) functioning on each of the following outcomes: 1) social relationships; 2) acquires and uses knowledge and skills; and 3) action to meet needs. The COSF ratings are determined by a team including family members, professionals who work with the child, others familiar with the child, and others familiar with the child's functioning. The ratings should be based on data collected by assessments (formal and informal). The assessments should reflect the whole child and how they function across all settings and situations within their environment.

The COSF must be completed at program entry and at program exit with at least six months between. The COSF is to be completed in present time to reflect the child's current functioning.”

Promising Practices:

In relation to the identified critical performance indicator, the following efforts and/or initiatives have been implemented by the Atoka Public School District. These activities have been recognized as effective components in the LEA’s system for improving student outcomes:

- Staff interviews revealed that the Atoka Public School District has designated a staff member to serve as the Part C (SoonerStart) to notify of any student “potentially eligible” for Part B (special education and related services); and
- Staff interviews revealed that the preschool outcomes ratings are determined by utilizing a variety of measurement tools for supporting evidence as the Office of Special Education Programs (OSEP) recommends.

III. AREAS THAT REQUIRE CORRECTIVE ACTIONS AND IMPROVEMENT:

1) Area of Noncompliance: Preschool Outcomes

IDEA B Requirements

34 CFR § 300.157 Performance goals and indicators.

34 CFR § 300.601 State performance plans and data collection.

Policies and Procedures for Special Education in Oklahoma, Amended 2010

During the on-site visit, the OSDE-SES staff made observations, received feedback from parents, and conducted personnel interviews with staff at Atoka Elementary School. The following data was collected:

The OSDE-SES data analysis revealed that the Atoka Public School district had a preschool population of 24 students. However, in 2009-2010, the LEA did not report preschool exit data for any students. The Atoka Public School District’s preschool enrollment indicates a population where such data on early childhood outcomes is likely to exist, and therefore, should have been reported by the LEA;

Staff interviews revealed an error in reporting to the OSDE-SES due to the misconception of information being pre-populated into the OSDE’s School District Reporting Site; and

Staff interviews revealed there is a need for additional training regarding preschool outcomes.

Improvements Required:

The Atoka Public School District will develop, implement, and submit a written improvement plan. This plan shall document how the district will complete the COSF and report annually for all students entering preschool special education services at the LEA and for all students exiting preschool special education services (either by leaving the LEA, returning to regular education, or through the student’s 6th birthday) who have been receiving preschool special education services at the LEA for at least six months in accordance with the above federal regulations. This improvement plan shall include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Based on a random review of student records by the OSDE-SES, the Atoka Public School District will have substantial compliance in the area of Preschool Outcomes that will include accurate documentation that the COSF was completed and reported annually for all students entering preschool special education services at the LEA and for all students exiting preschool special education services (either by leaving the LEA, returning to regular education, or through the student’s 6th birthday) who have been receiving preschool special education services at the LEA for at least six months.

IV. ASSURANCE STATEMENT:

Assurance Statement with superintendent's signature required.

The Atoka Public School District must provide to this office an assurance statement, signed by the superintendent.

Content: *"This local educational agency (LEA) shall develop and implement improvements for areas of noncompliance in order to comply with State and federal laws and regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the LEA in their efforts to properly address preschool outcomes."*

V. OTHER INFORMATION:

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state educational agency's responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents, relating to the eligibility of the agency under IDEA Part B, available to the parents of children with disabilities and to the general public, as necessary.