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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Peavine Public School

COUNTY: Adair

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Cindy Robbins, Coordinator
(405) 521-4864

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Peavine Public School is an Elementary school district with an enrollment of 181 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Peavine Public School served 48 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Maryetta Public School

COUNTY: Adair

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Anita Eccard, Coordinator
(405) 521-4865

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Maryetta Public School is an Elementary school district with an enrollment of 583 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Maryetta Public School served 101 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Timberlake Public Schools

COUNTY: Alfalfa

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Julie Wolffrum, Coordinator
(405) 522-1588

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Timberlake Public Schools is an Independent school district with an enrollment of 272 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Timberlake Public Schools served 57 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Beaver Public Schools

COUNTY: Beaver

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Danita Hollins, Coordinator
(405) 521-4866

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Beaver Public Schools is an Independent school district with an enrollment of 381 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Beaver Public Schools served 35 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Erick Public Schools

COUNTY: Beckham

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Janet Felton, Coordinator
(405) 522-1578

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Erick Public Schools is an Independent school district with an enrollment of 239 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Erick Public Schools served 47 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually

regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Rock Creek Public Schools

COUNTY: Bryan

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Danita Hollins, Coordinator
(405) 521-4866

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Rock Creek Public Schools is an Independent school district with an enrollment of 503 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Rock Creek Public Schools served 92 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Calera Public Schools

COUNTY: Bryan

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Mark Everhart, Coordinator
(405) 521-4863

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Calera Public Schools is an Independent school district with an enrollment of 601 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Calera Public Schools served 106 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the LEA's discipline policy that should include the procedures for suspension/expulsion. This improvement plan must include methods that are used by the LEA to assess children's functional behaviors to determine the appropriate, proactive, positive, behavior interventions to meet the unique needs of individual children. This may include, but is not limited to, training needs that have been identified related to providing positive behavior interventions and how the LEA has addressed capacity building needs.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are

more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Durant Public Schools

COUNTY: Bryan

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Susan Benton, Coordinator
(405) 522-5035

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Durant Public Schools is an Independent school district with an enrollment of 3,193 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Durant Public Schools served 530 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the LEA's discipline policy that should include the procedures for suspension/expulsion. This improvement plan must include methods that are used by the LEA to assess children's functional behaviors to determine the appropriate, proactive, positive, behavior interventions to meet the unique needs of individual children. This may include, but is not limited to, training needs that have been identified related to providing positive behavior interventions and how the LEA has addressed capacity building needs.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are

more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Hinton Public Schools

COUNTY: Caddo

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Cindy Robbins, Coordinator
(405) 521-4864

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Hinton Public Schools is an Independent school district with an enrollment of 606 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Hinton Public Schools served 75 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator:	An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.
State Target:	48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.
LEA Requirements:	There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator:	An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
State Target:	66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).
LEA Requirements:	There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator:	An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator:	An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator:	An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.
State Target:	100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.
LEA Requirements:	There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator:	An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.
State Target:	100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.
LEA Requirements:	There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator:	An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
State Target:	100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
LEA Requirements:	There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

Because there were no areas of noncompliance identified and no areas in which the LEA's performance did not meet the state target, no assurance is required.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Banner Public School

COUNTY: Canadian

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Cindy Robbins, Coordinator
(405) 521-4864

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Banner Public School is an Elementary school district with an enrollment of 146 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Banner Public School served 23 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually

regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Darlington Public School

COUNTY: Canadian

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Alan Logan, Coordinator
(405) 522-3255

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Darlington Public School is an Elementary school district with an enrollment of 203 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Darlington Public School served 27 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Union City Public Schools

COUNTY: Canadian

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Danita Hollins, Coordinator
(405) 521-4866

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Union City Public Schools is an Independent school district with an enrollment of 239 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Union City Public Schools served 40 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Healdton Public Schools

COUNTY: Carter

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Anita Eccard, Coordinator
(405) 521-4865

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Healdton Public Schools is an Independent school district with an enrollment of 577 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Healdton Public Schools served 131 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are

more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children referred by Part C (SoonerStart) prior to age 3 who are found eligible for Part B have an IEP developed and implemented by their third birthday. This improvement plan must include methods used by the LEA to ensure a clear understanding of the roles and responsibilities between the LEA and the SoonerStart to ensure a smooth and effective transition. This may include, but is not limited to capacity building needs related to Part C to Part B transition, and/or procedures used by the IEP team in considering the IFSP in planning for the needs of the child.

Indicator 13: Secondary Transition

Indicator:	An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
State Target:	100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
LEA Requirements:	There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Lowrey Public School

COUNTY: Cherokee

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Danita Hollins, Coordinator
(405) 521-4866

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Lowrey Public School is an Elementary school district with an enrollment of 136 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Lowrey Public School served 31 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

Because there were no areas of noncompliance identified and no areas in which the LEA's performance did not meet the state target, no assurance is required.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Grand View Public School

COUNTY: Cherokee

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Larry Hartzell, Coordinator
(405) 521-3575

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Grand View Public School is an Elementary school district with an enrollment of 382 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Grand View Public School served 54 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been

competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Keys Public Schools

COUNTY: Cherokee

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Pam Kimery, Coordinator
(405) 522-3246

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Keys Public Schools is an Independent school district with an enrollment of 829 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Keys Public Schools served 92 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Soper Public Schools

COUNTY: Choctaw

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Cindy Robbins, Coordinator
(405) 521-4864

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Soper Public Schools is an Independent school district with an enrollment of 340 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Soper Public Schools served 42 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually

regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been

competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Hugo Public Schools

COUNTY: Choctaw

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Cindy Robbins, Coordinator
(405) 521-4864

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Hugo Public Schools is an Independent school district with an enrollment of 1,400 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Hugo Public Schools served 173 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that the drop-out rate of students with disabilities is comparable to that of the percent of all youth in the state dropping out of high school. This improvement plan must include strategies in place to promote high expectations for the child's academic achievement, functional performance, development and learning (e.g., instructional strategies that promote differential teaching, universal design, and/or integrated academic and applied learning).

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the LEA's discipline policy that should include the procedures for suspension/expulsion. This improvement plan must include methods that are used by the LEA to assess children's functional behaviors to determine the appropriate, proactive, positive, behavior interventions to meet the unique needs of individual children. This may include, but is not limited to, training needs that have been identified related to providing positive behavior interventions and how the LEA has addressed capacity building needs.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator:	An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
State Target:	100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
LEA Requirements:	There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Bishop Public School

COUNTY: Comanche

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Mark Everhart, Coordinator
(405) 521-4863

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Bishop Public School is an Elementary school district with an enrollment of 351 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Bishop Public School served 51 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Chattanooga Public Schools

COUNTY: Comanche

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Mark Everhart, Coordinator
(405) 521-4863

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Chattanooga Public Schools is an Independent school district with an enrollment of 266 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Chattanooga Public Schools served 42 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated

parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the post-secondary goals. This improvement plan must include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Gypsy Public School

COUNTY: Creek

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Mark Everhart, Coordinator
(405) 521-4863

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Gypsy Public School is an Elementary school district with an enrollment of 130 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Gypsy Public School served 20 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children referred by Part C (SoonerStart) prior to age 3 who are found eligible for Part B have an IEP developed and implemented by their third birthday. This improvement plan must include methods used by the LEA to ensure a clear understanding of the roles and responsibilities between the LEA and the SoonerStart to ensure a smooth and effective transition. This may include, but is not limited to capacity building needs related to Part C to Part B transition, and/or procedures used by the IEP team in considering the IFSP in planning for the needs of the child.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Oilton Public Schools

COUNTY: Creek

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Pam Kimery, Coordinator
(405) 522-3246

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Oilton Public Schools is an Independent school district with an enrollment of 364 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Oilton Public Schools served 53 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that the drop-out rate of students with disabilities is comparable to that of the percent of all youth in the state dropping out of high school. This improvement plan must include strategies in place to promote high expectations for the child's academic achievement, functional performance, development and learning (e.g., instructional strategies that promote differential teaching, universal design, and/or integrated academic and applied learning).

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are

more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Clinton Public Schools

COUNTY: Custer

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Angela Kelley, Coordinator
(405) 522-4513

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Clinton Public Schools is an Independent school district with an enrollment of 1,884 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Clinton Public Schools served 243 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that the drop-out rate of students with disabilities is comparable to that of the percent of all youth in the state dropping out of high school. This improvement plan must include strategies in place to promote high expectations for the child's academic achievement, functional performance, development and learning (e.g., instructional strategies that promote differential teaching, universal design, and/or integrated academic and applied learning).

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP

goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Leach Public School

COUNTY: Delaware

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Angela Kelley, Coordinator
(405) 522-4513

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Leach Public School is an Elementary school district with an enrollment of 153 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Leach Public School served 23 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the LEA's discipline policy that should include the procedures for suspension/expulsion. This improvement plan must include methods that are used by the LEA to assess children's functional behaviors to determine the appropriate, proactive, positive, behavior interventions to meet the unique needs of individual children. This may include, but is not limited to, training needs that have been identified related to providing positive behavior interventions and how the LEA has addressed capacity building needs.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are

more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Kenwood Public School

COUNTY: Delaware

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Cindy Robbins, Coordinator
(405) 521-4864

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Kenwood Public School is an Elementary school district with an enrollment of 113 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Kenwood Public School served 17 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Oaks-Mission Public Schools

COUNTY: Delaware

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Danita Hollins, Coordinator
(405) 521-4866

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Oaks-Mission Public Schools is an Independent school district with an enrollment of 311 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Oaks-Mission Public Schools served 46 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Pioneer-Pleasant Vale Public Schools

COUNTY: Garfield

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Julie Wolffrum, Coordinator
(405) 522-1588

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Pioneer-Pleasant Vale Public Schools is an Independent school district with an enrollment of 537 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Pioneer-Pleasant Vale Public Schools served 65 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that the drop-out rate of students with disabilities is comparable to that of the percent of all youth in the state dropping out of high school. This improvement plan must include strategies in place to promote high expectations for the child's academic achievement, functional performance, development and learning (e.g., instructional strategies that promote differential teaching, universal design, and/or integrated academic and applied learning).

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP

goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Drummond Public Schools

COUNTY: Garfield

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Mark Everhart, Coordinator
(405) 521-4863

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Drummond Public Schools is an Independent school district with an enrollment of 262 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Drummond Public Schools served 32 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the post-secondary goals. This improvement plan must include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been

competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Covington-Douglas Public Schools

COUNTY: Garfield

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Tina Tippin, Coordinator
(405) 522-1462

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Covington-Douglas Public Schools is an Independent school district with an enrollment of 287 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Covington-Douglas Public Schools served 42 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator:	An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.
State Target:	48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator:	An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
State Target:	66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator:	An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually

regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Whitebead Public School

COUNTY: Garvin

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Cindy Robbins, Coordinator
(405) 521-4864

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Whitebead Public School is an Elementary school district with an enrollment of 414 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Whitebead Public School served 63 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

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LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Lindsay Public Schools

COUNTY: Garvin

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Amy Daugherty, Coordinator
(405) 521-4881

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Lindsay Public Schools is an Independent school district with an enrollment of 1,148 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Lindsay Public Schools served 252 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Pauls Valley Public Schools

COUNTY: Garvin

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Anita Eccard, Coordinator
(405) 521-4865

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Pauls Valley Public Schools is an Independent school district with an enrollment of 1,353 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Pauls Valley Public Schools served 245 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that the drop-out rate of students with disabilities is comparable to that of the percent of all youth in the state dropping out of high school. This improvement plan must include strategies in place to promote high expectations for the child's academic achievement, functional performance, development and learning (e.g., instructional strategies that promote differential teaching, universal design, and/or integrated academic and applied learning).

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed

related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Chickasha Public Schools

COUNTY: Grady

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Danita Hollins, Coordinator
(405) 521-4866

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Chickasha Public Schools is an Independent school district with an enrollment of 2,766 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Chickasha Public Schools served 456 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that the drop-out rate of students with disabilities is comparable to that of the percent of all youth in the state dropping out of high school. This improvement plan must include strategies in place to promote high expectations for the child's academic achievement, functional performance, development and learning (e.g., instructional strategies that promote differential teaching, universal design, and/or integrated academic and applied learning).

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed

related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator:	An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
State Target:	100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
LEA Requirements:	There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Verden Public Schools

COUNTY: Grady

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Anita Eccard, Coordinator
(405) 521-4865

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Verden Public Schools is an Independent school district with an enrollment of 318 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Verden Public Schools served 41 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the post-secondary goals. This improvement plan must include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been

competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Wakita Public Schools

COUNTY: Grant

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Tina Tippin, Coordinator
(405) 522-1462

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Wakita Public Schools is an Independent school district with an enrollment of 95 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Wakita Public Schools served 26 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

Because there were no areas of noncompliance identified and no areas in which the LEA's performance did not meet the state target, no assurance is required.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Keota Public Schools

COUNTY: Haskell

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Candi Robinson, Coordinator
(405) 522-4365

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Keota Public Schools is an Independent school district with an enrollment of 437 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Keota Public Schools served 79 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Duke Public Schools

COUNTY: Jackson

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Angela Kelley, Coordinator
(405) 522-4513

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Duke Public Schools is an Independent school district with an enrollment of 214 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Duke Public Schools served 29 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Altus Public Schools

COUNTY: Jackson

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Julie Wolffrum, Coordinator
(405) 522-1588

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Altus Public Schools is an Independent school district with an enrollment of 4,145 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Altus Public Schools served 448 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that the drop-out rate of students with disabilities is comparable to that of the percent of all youth in the state dropping out of high school. This improvement plan must include strategies in place to promote high expectations for the child's academic achievement, functional performance, development and learning (e.g., instructional strategies that promote differential teaching, universal design, and/or integrated academic and applied learning).

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are

more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Terral Public School

COUNTY: Jefferson

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Christa Knight, Coordinator
(405) 521-4867

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Terral Public School is an Elementary school district with an enrollment of 68 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Terral Public School served 12 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually

regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Mannsville Public School

COUNTY: Johnston

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Mark Everhart, Coordinator
(405) 521-4863

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Mannsville Public School is an Elementary school district with an enrollment of 103 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Mannsville Public School served 29 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Mill Creek Public Schools

COUNTY: Johnston

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Pam Kimery, Coordinator
(405) 522-3246

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Mill Creek Public Schools is an Independent school district with an enrollment of 154 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Mill Creek Public Schools served 26 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the post-secondary goals. This improvement plan must include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Hennessey Public Schools

COUNTY: Kingfisher

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Danita Hollins, Coordinator
(405) 521-4866

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Hennessey Public Schools is an Independent school district with an enrollment of 816 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Hennessey Public Schools served 134 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Spiro Public Schools

COUNTY: Le Flore

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Janet Felton, Coordinator
(405) 522-1578

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Spiro Public Schools is an Independent school district with an enrollment of 1,271 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Spiro Public Schools served 155 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that the drop-out rate of students with disabilities is comparable to that of the percent of all youth in the state dropping out of high school. This improvement plan must include strategies in place to promote high expectations for the child's academic achievement, functional performance, development and learning (e.g., instructional strategies that promote differential teaching, universal design, and/or integrated academic and applied learning).

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are

more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Whitesboro Public Schools

COUNTY: Le Flore

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Larry Hartzell, Coordinator
(405) 521-3575

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Whitesboro Public Schools is an Independent school district with an enrollment of 204 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Whitesboro Public Schools served 33 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Wellston Public Schools

COUNTY: Lincoln

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Amy Daugherty, Coordinator
(405) 521-4881

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Wellston Public Schools is an Independent school district with an enrollment of 726 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Wellston Public Schools served 102 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Prague Public Schools

COUNTY: Lincoln

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Christa Knight, Coordinator
(405) 521-4867

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Prague Public Schools is an Independent school district with an enrollment of 1,025 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Prague Public Schools served 119 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are

more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Madill Public Schools

COUNTY: Marshall

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Christa Knight, Coordinator
(405) 521-4867

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Madill Public Schools is an Independent school district with an enrollment of 1,687 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Madill Public Schools served 147 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Spavinaw Public School

COUNTY: Mayes

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Christa Knight, Coordinator
(405) 521-4867

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Spavinaw Public School is an Elementary school district with an enrollment of 106 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Spavinaw Public School served 34 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Chouteau-Mazie Public Schools

COUNTY: Mayes

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Anita Eccard, Coordinator
(405) 521-4865

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Chouteau-Mazie Public Schools is an Independent school district with an enrollment of 980 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Chouteau-Mazie Public Schools served 171 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children referred by Part C (SoonerStart) prior to age 3 who are found eligible for Part B have an IEP developed and implemented by their third birthday. This improvement plan must include methods used by the LEA to ensure a clear understanding of the roles and responsibilities between the LEA and the SoonerStart to ensure a smooth and effective transition. This may include, but is not limited to capacity building needs related to Part C to Part B transition, and/or procedures used by the IEP team in considering the IFSP in planning for the needs of the child.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been

competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Ryal Public School

COUNTY: McIntosh

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Susan Benton, Coordinator
(405) 522-5035

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Ryal Public School is an Elementary school district with an enrollment of 88 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Ryal Public School served 24 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Checotah Public Schools

COUNTY: McIntosh

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Cindy Robbins, Coordinator
(405) 521-4864

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Checotah Public Schools is an Independent school district with an enrollment of 1,483 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Checotah Public Schools served 219 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Midway Public Schools

COUNTY: McIntosh

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Suzanne Taylor, Coordinator
(405) 521-3587

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Midway Public Schools is an Independent school district with an enrollment of 246 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Midway Public Schools served 54 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the post-secondary goals. This improvement plan must include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Hanna Public Schools

COUNTY: McIntosh

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Christa Knight, Coordinator
(405) 521-4867

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Hanna Public Schools is an Independent school district with an enrollment of 103 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Hanna Public Schools served 31 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that the drop-out rate of students with disabilities is comparable to that of the percent of all youth in the state dropping out of high school. This improvement plan must include strategies in place to promote high expectations for the child's academic achievement, functional performance, development and learning (e.g., instructional strategies that promote differential teaching, universal design, and/or integrated academic and applied learning).

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Davis Public Schools

COUNTY: Murray

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Julie Wolffrum, Coordinator
(405) 522-1588

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Davis Public Schools is an Independent school district with an enrollment of 908 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Davis Public Schools served 110 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that the drop-out rate of students with disabilities is comparable to that of the percent of all youth in the state dropping out of high school. This improvement plan must include strategies in place to promote high expectations for the child's academic achievement, functional performance, development and learning (e.g., instructional strategies that promote differential teaching, universal design, and/or integrated academic and applied learning).

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Braggs Public Schools

COUNTY: Muskogee

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Christa Knight, Coordinator
(405) 521-4867

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Braggs Public Schools is an Independent school district with an enrollment of 216 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Braggs Public Schools served 56 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Warner Public Schools

COUNTY: Muskogee

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Julie Wolffrum, Coordinator
(405) 522-1588

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Warner Public Schools is an Independent school district with an enrollment of 683 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Warner Public Schools served 126 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are

more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Frontier Public Schools

COUNTY: Noble

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Larry Hartzell, Coordinator
(405) 521-3575

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Frontier Public Schools is an Independent school district with an enrollment of 412 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Frontier Public Schools served 74 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are

more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Morrison Public Schools

COUNTY: Noble

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Susan Benton, Coordinator
(405) 522-5035

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Morrison Public Schools is an Independent school district with an enrollment of 461 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Morrison Public Schools served 94 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: South Coffeyville Public Schools

COUNTY: Nowata

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Candi Robinson, Coordinator
(405) 522-4365

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

South Coffeyville Public Schools is an Independent school district with an enrollment of 303 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, South Coffeyville Public Schools served 56 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are

more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Bearden Public School

COUNTY: Okfuskee

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Cindy Robbins, Coordinator
(405) 521-4864

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Bearden Public School is an Elementary school district with an enrollment of 126 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Bearden Public School served 15 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Weleetka Public Schools

COUNTY: Okfuskee

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Danita Hollins, Coordinator
(405) 521-4866

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Weleetka Public Schools is an Independent school district with an enrollment of 506 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Weleetka Public Schools served 95 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Oakdale Public School

COUNTY: Oklahoma

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Julie Wolffrum, Coordinator
(405) 522-1588

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Oakdale Public School is an Elementary school district with an enrollment of 432 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Oakdale Public School served 40 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Crutcho Public School

COUNTY: Oklahoma

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Christa Knight, Coordinator
(405) 521-4867

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Crutcho Public School is an Elementary school district with an enrollment of 264 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Crutcho Public School served 43 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually

regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the post-secondary goals. This improvement plan must include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Oklahoma City Public Schools

COUNTY: Oklahoma

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: John Smith, Coordinator
(405) 522-1463

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Oklahoma City Public Schools is an Independent school district with an enrollment of 40,322 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Oklahoma City Public Schools served 5,749 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the LEA's discipline policy that should include the procedures for suspension/expulsion. This improvement plan must include methods that are used by the LEA to assess children's functional behaviors to determine the appropriate, proactive, positive, behavior interventions to meet the unique needs of individual children. This may include, but is not limited to, training needs that have been identified related to providing positive behavior interventions and how the LEA has addressed capacity building needs.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented.

This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children

referred by Part C (SoonerStart) prior to age 3 who are found eligible for Part B have an IEP developed and implemented by their third birthday. This improvement plan must include methods used by the LEA to ensure a clear understanding of the roles and responsibilities between the LEA and the SoonerStart to ensure a smooth and effective transition. This may include, but is not limited to capacity building needs related to Part C to Part B transition, and/or procedures used by the IEP team in considering the IFSP in planning for the needs of the child.

Indicator 13: Secondary Transition

Indicator:	An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
State Target:	100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
LEA Requirements:	There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Wilson Public Schools

COUNTY: Okmulgee

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Anita Eccard, Coordinator
(405) 521-4865

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Wilson Public Schools is an Independent school district with an enrollment of 326 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Wilson Public Schools served 44 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Wyandotte Public Schools

COUNTY: Ottawa

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Suzanne Taylor, Coordinator
(405) 521-3587

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Wyandotte Public Schools is an Independent school district with an enrollment of 820 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Wyandotte Public Schools served 144 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the LEA's discipline policy that should include the procedures for suspension/expulsion. This improvement plan must include methods that are used by the LEA to assess children's functional behaviors to determine the appropriate, proactive, positive, behavior interventions to meet the unique needs of individual children. This may include, but is not limited to, training needs that have been identified related to providing positive behavior interventions and how the LEA has addressed capacity building needs.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Perkins-Tryon Public Schools

COUNTY: Payne

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Alan Logan, Coordinator
(405) 522-3255

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Perkins-Tryon Public Schools is an Independent school district with an enrollment of 1,329 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Perkins-Tryon Public Schools served 222 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Stonewall Public Schools

COUNTY: Pontotoc

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Amy Daugherty, Coordinator
(405) 521-4881

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Stonewall Public Schools is an Independent school district with an enrollment of 383 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Stonewall Public Schools served 99 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Grove Public School

COUNTY: Pottawatomie

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Julie Wolffrum, Coordinator
(405) 522-1588

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Grove Public School is an Elementary school district with an enrollment of 414 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Grove Public School served 48 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been

competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Dale Public Schools

COUNTY: Pottawatomie

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: John Smith, Coordinator
(405) 522-1463

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Dale Public Schools is an Independent school district with an enrollment of 715 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Dale Public Schools served 105 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Earlsboro Public Schools

COUNTY: Pottawatomie

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Janet Felton, Coordinator
(405) 522-1578

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Earlsboro Public Schools is an Independent school district with an enrollment of 263 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Earlsboro Public Schools served 41 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Shawnee Public Schools

COUNTY: Pottawatomie

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Julie Wolffrum, Coordinator
(405) 522-1588

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Shawnee Public Schools is an Independent school district with an enrollment of 3,974 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Shawnee Public Schools served 651 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that the drop-out rate of students with disabilities is comparable to that of the percent of all youth in the state dropping out of high school. This improvement plan must include strategies in place to promote high expectations for the child's academic achievement, functional performance, development and learning (e.g., instructional strategies that promote differential teaching, universal design, and/or integrated academic and applied learning).

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the LEA's discipline policy that should include the procedures for suspension/expulsion. This improvement plan must include methods that are used by the LEA to assess children's functional behaviors to determine the appropriate, proactive, positive, behavior interventions to meet the unique needs of individual children. This may include, but is not limited to, training needs that have been identified related to providing positive behavior interventions and how the LEA has addressed capacity building needs.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator:	An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
State Target:	100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
LEA Requirements:	There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Clayton Public Schools

COUNTY: Pushmataha

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Tina Tippin, Coordinator
(405) 522-1462

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Clayton Public Schools is an Independent school district with an enrollment of 324 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Clayton Public Schools served 53 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that the drop-out rate of students with disabilities is comparable to that of the percent of all youth in the state dropping out of high school. This improvement plan must include strategies in place to promote high expectations for the child's academic achievement, functional performance, development and learning (e.g., instructional strategies that promote differential teaching, universal design, and/or integrated academic and applied learning).

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the LEA's discipline policy that should include the procedures for suspension/expulsion. This improvement plan must include methods that are used by the LEA to assess children's functional behaviors to determine the appropriate, proactive, positive, behavior interventions to meet the unique needs of individual children. This may include, but is not limited to, training needs that have been identified related to providing positive behavior interventions and how the LEA has addressed capacity building needs.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator:	An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
State Target:	100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
LEA Requirements:	There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Hammon Public Schools

COUNTY: Roger Mills

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Christa Knight, Coordinator
(405) 521-4867

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Hammon Public Schools is an Independent school district with an enrollment of 189 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Hammon Public Schools served 22 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator:	An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.
State Target:	48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.
LEA Requirements:	There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator:	An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
State Target:	66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).
LEA Requirements:	There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator:	An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator:	An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

Because there were no areas of noncompliance identified and no areas in which the LEA's performance did not meet the state target, no assurance is required.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Inola Public Schools

COUNTY: Rogers

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Suzanne Taylor, Coordinator
(405) 521-3587

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Inola Public Schools is an Independent school district with an enrollment of 1,320 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Inola Public Schools served 238 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually

regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been

competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Foyil Public Schools

COUNTY: Rogers

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Danita Hollins, Coordinator
(405) 521-4866

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Foyil Public Schools is an Independent school district with an enrollment of 706 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Foyil Public Schools served 105 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that the drop-out rate of students with disabilities is comparable to that of the percent of all youth in the state dropping out of high school. This improvement plan must include strategies in place to promote high expectations for the child's academic achievement, functional performance, development and learning (e.g., instructional strategies that promote differential teaching, universal design, and/or integrated academic and applied learning).

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed

related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator:	An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
State Target:	100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
LEA Requirements:	There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Seminole Public Schools

COUNTY: Seminole

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Mark Everhart, Coordinator
(405) 521-4863

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Seminole Public Schools is an Independent school district with an enrollment of 1,617 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Seminole Public Schools served 221 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Liberty Public School

COUNTY: Sequoyah

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Anita Eccard, Coordinator
(405) 521-4865

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Liberty Public School is an Elementary school district with an enrollment of 265 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Liberty Public School served 70 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

Because there were no areas of noncompliance identified and no areas in which the LEA's performance did not meet the state target, no assurance is required.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Sallisaw Public Schools

COUNTY: Sequoyah

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Anita Eccard, Coordinator
(405) 521-4865

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Sallisaw Public Schools is an Independent school district with an enrollment of 2,155 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Sallisaw Public Schools served 355 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the LEA's discipline policy that should include the procedures for suspension/expulsion. This improvement plan must include methods that are used by the LEA to assess children's functional behaviors to determine the appropriate, proactive, positive, behavior interventions to meet the unique needs of individual children. This may include, but is not limited to, training needs that have been identified related to providing positive behavior interventions and how the LEA has addressed capacity building needs.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills

(including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has

disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Grandview Public School

COUNTY: Stephens

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Julie Wolffrum, Coordinator
(405) 522-1588

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Grandview Public School is an Elementary school district with an enrollment of 141 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Grandview Public School served 36 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Optima Public School

COUNTY: Texas

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Christa Knight, Coordinator
(405) 521-4867

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Optima Public School is an Elementary school district with an enrollment of 56 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Optima Public School served 4 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually

regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Hooker Public Schools

COUNTY: Texas

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Mark Everhart, Coordinator
(405) 521-4863

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Hooker Public Schools is an Independent school district with an enrollment of 544 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Hooker Public Schools served 53 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Tyrone Public Schools

COUNTY: Texas

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Candi Robinson, Coordinator
(405) 522-4365

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Tyrone Public Schools is an Independent school district with an enrollment of 229 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Tyrone Public Schools served 34 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator:	An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
State Target:	100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
LEA Requirements:	There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Leonard Public School

COUNTY: Tulsa

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Anita Eccard, Coordinator
(405) 521-4865

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Leonard Public School is an Elementary school district with an enrollment of 68 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Leonard Public School served 16 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually

regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: There is no additional requirement at this time.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Skiatook Public Schools

COUNTY: Tulsa

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Christa Knight, Coordinator
(405) 521-4867

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Skiatook Public Schools is an Independent school district with an enrollment of 2,464 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Skiatook Public Schools served 313 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the LEA's discipline policy that should include the procedures for suspension/expulsion. This improvement plan must include methods that are used by the LEA to assess children's functional behaviors to determine the appropriate, proactive, positive, behavior interventions to meet the unique needs of individual children. This may include, but is not limited to, training needs that have been identified related to providing positive behavior interventions and how the LEA has addressed capacity building needs.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator:	An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
State Target:	100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
LEA Requirements:	There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Union Public Schools

COUNTY: Tulsa

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Alan Logan, Coordinator
(405) 522-3255

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Union Public Schools is an Independent school district with an enrollment of 14,101 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Union Public Schools served 1,323 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to the LEA's policy regarding graduation requirements. This improvement plan must include strategies implemented to ensure that children with disabilities have access to the full range of curricular options and learning experiences in developing their courses of study (e.g., community-based work experiences, vocational/career education, dropout prevention and re-entry programs, independent living skills programs, Tech Prep programs, and/or service learning opportunities).

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions

of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the LEA's discipline policy that should include the procedures for suspension/expulsion. This improvement plan must include methods that are used by the LEA to assess children's functional behaviors to determine the appropriate, proactive, positive, behavior interventions to meet the unique needs of individual children. This may include, but is not limited to, training needs that have been identified related to providing positive behavior interventions and how the LEA has addressed capacity building needs.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. This improvement plan must include methods of how teachers, administrators, and related services personnel are informed about their responsibilities for implementing a free appropriate public education (FAPE) in the LRE.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented.

This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children

referred by Part C (SoonerStart) prior to age 3 who are found eligible for Part B have an IEP developed and implemented by their third birthday. This improvement plan must include methods used by the LEA to ensure a clear understanding of the roles and responsibilities between the LEA and the SoonerStart to ensure a smooth and effective transition. This may include, but is not limited to capacity building needs related to Part C to Part B transition, and/or procedures used by the IEP team in considering the IFSP in planning for the needs of the child.

Indicator 13: Secondary Transition

Indicator:	An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
State Target:	100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
LEA Requirements:	There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Coweta Public Schools

COUNTY: Wagoner

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: Mark Everhart, Coordinator
(405) 521-4863

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Coweta Public Schools is an Independent school district with an enrollment of 3,028 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Coweta Public Schools served 540 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.
State Target:	89.28% of youth with IEPs will graduate with a regular diploma.
LEA Requirements:	There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator:	An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.
State Target:	6.71% of youth with IEPs will be reported as dropouts.
LEA Requirements:	There is no additional requirement at this time.

Indicator 3: Assessment

Indicator:	An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.
State Target:	100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.
LEA Requirements:	Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

Indicator 4: Discipline

Indicator:	An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets had not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only

be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 calendar days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days.

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan must include methods by which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and Federal requirements.

Indicator 12: Early Childhood Transition

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C and who are found eligible for Part B that has an IEP developed and implemented by their third birthdays.

State Target: 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

Indicator 13: Secondary Transition

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

State Target: 100.00% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

IV. Assurance Statement

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, stating that improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR § 300.201, which states "the LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§ 300.101 through 300.163, and §§ 300.165 through 300.174" in accordance with Oklahoma State statutes and federal regulations.

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 education agency 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 related 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.

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Caney Valley Public Schools

COUNTY: Washington

YEAR OF REVIEW: SY 2005-2006

DATE OF REPORT: September 10, 2007

REVIEWER: John Smith, Coordinator
(405) 522-1463

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 Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Fall 2007.

Caney Valley Public Schools is an Independent school district with an enrollment of 807 students as of Monday, October 3, 2005. As of Thursday, December 1, 2005, Caney Valley Public Schools served 123 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP; 2007)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of 539 total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY 2005-2006, 88 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to the percent of all youth in the state graduating with a regular diploma.

State Target: 89.28% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

Indicator 2: Drop-Out Rates

Indicator: An LEA's drop-out rate is measured as the percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

State Target: 6.71% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

Indicator 3: Assessment

Indicator: An LEA's compliance with assessment is measured by the LEA's participation and performance of children with disabilities on statewide assessments.

State Target: 100.00% of children with IEPs will participate in assessment of math and reading; 30.00% of children with IEPs will be proficient in math; AND 27.00% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

Indicator 4: Discipline

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year (note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their non-disabled peers to be suspended or expelled for at least 10 days)

State Target: 14.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year (note: the target for each LEA is no significant discrepancy).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the LEA's discipline policy that should include the procedures for suspension/expulsion. This improvement plan must include methods that are used by the LEA to assess children's functional behaviors to determine the appropriate, proactive, positive, behavior interventions to meet the unique needs of individual children. This may include, but is not limited to, training needs that have been identified related to providing positive behavior interventions and how the LEA has addressed capacity building needs.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21: a) removed from the regular class less than 21% of the day; b) removed from the regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or home instruction or hospital placements.

State Target: 48.54% of students with disabilities will be outside the regular class < 21% of the day; 10.34% of students with disabilities will be outside the regular class >60% of the day; AND 1.69% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

Indicator 6: Preschool LRE

Indicator: An LEA's preschool LRE is measured as the percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

State Target: 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 school days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining LRE for preschool aged children are implemented. This improvement plan must include methods for ensuring that children with disabilities have access to the general curriculum through the provision of needed related services, accommodations, and supplementary aids and services regardless of their placement.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

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LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 9: Disproportionality – Child with a Disability

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification (note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services).

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement).

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

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