OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Skelly Public School

COUNTY: Adair

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Skelly Public School is an elementary school district with an enrollment of 100 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Skelly Public School served 23 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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

There is no additional requirement at this time.

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: Stilwell Public Schools

COUNTY: Adair

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Mr. Larry Hartzell, RtI Specialist
(405) 522-6552

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 Spring 2008.

Stilwell Public Schools is an independent school district with an enrollment of 1,482 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Stilwell Public Schools served 295 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in

IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Cave Springs Public Schools

COUNTY: Adair

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christa Knight, Project Coordinator
(405) 521-6137

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 Spring 2008.

Cave Springs Public Schools is an independent school district with an enrollment of 216 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Cave Springs Public Schools served 70 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Harmony Public School

COUNTY: Atoka

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Mr. 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 Spring 2008.

Harmony Public School is an elementary school district with an enrollment of 241 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Harmony Public School served 34 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states,

"This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Atoka Public Schools

COUNTY: Atoka

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christa Knight, Project Coordinator
(405) 521-6137

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 Spring 2008.

Atoka Public Schools is an independent school district with an enrollment of 890 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Atoka Public Schools served 181 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Tushka Public Schools

COUNTY: Atoka

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christie Stephenson, 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 Spring 2008.

Tushka Public Schools is an independent school district with an enrollment of 434 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Tushka Public Schools served 73 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Merritt Public Schools

COUNTY: Beckham

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Merritt Public Schools is an independent school district with an enrollment of 515 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Merritt Public Schools served 68 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Bennington Public Schools

COUNTY: Bryan

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Bennington Public Schools is an independent school district with an enrollment of 270 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Bennington Public Schools served 72 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Lookeba-Sickles Public Schools

COUNTY: Caddo

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Jenny Giles, 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 Spring 2008.

Lookeba-Sickles Public Schools is an independent school district with an enrollment of 261 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Lookeba-Sickles Public Schools served 55 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Maple Public School

COUNTY: Canadian

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Maple Public School is an elementary school district with an enrollment of 113 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Maple Public School served 7 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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

There is no additional requirement at this time.

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: El Reno Public Schools

COUNTY: Canadian

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Mr. 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 Spring 2008.

El Reno Public Schools is an independent school district with an enrollment of 2,552 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, El Reno Public Schools served 394 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Dickson Public Schools

COUNTY: Carter

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Dickson Public Schools is an independent school district with an enrollment of 1,230 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Dickson Public Schools served 191 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Hulbert Public Schools

COUNTY: Cherokee

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Monica McFarlin, Project Coordinator
(405) 521-4869

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 Spring 2008.

Hulbert Public Schools is an independent school district with an enrollment of 611 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Hulbert Public Schools served 96 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated,

encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Keyes Public Schools

COUNTY: Cimarron

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Keyes Public Schools is an independent school district with an enrollment of 82 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Keyes Public Schools served 13 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Moore Public Schools

COUNTY: Cleveland

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Mr. 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 Spring 2008.

Moore Public Schools is an independent school district with an enrollment of 20,547 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Moore Public Schools served 2762 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 calendar 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Noble Public Schools

COUNTY: Cleveland

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Tina Spence, 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 Spring 2008.

Noble Public Schools is an independent school district with an enrollment of 2,879 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Noble Public Schools served 410 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in

IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Sterling Public Schools

COUNTY: Comanche

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christa Knight, Project Coordinator
(405) 521-6137

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 Spring 2008.

Sterling Public Schools is an independent school district with an enrollment of 398 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Sterling Public Schools served 36 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Fletcher Public Schools

COUNTY: Comanche

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Fletcher Public Schools is an independent school district with an enrollment of 463 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Fletcher Public Schools served 92 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the district's discipline policy which should include the procedures for suspension/expulsion. This improvement plan shall 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Temple Public Schools

COUNTY: Cotton

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Temple Public Schools is an independent school district with an enrollment of 244 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Temple Public Schools served 60 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Big Pasture Public Schools

COUNTY: Cotton

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christa Knight, Project Coordinator
(405) 521-6137

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 Spring 2008.

Big Pasture Public Schools is an independent school district with an enrollment of 265 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Big Pasture Public Schools served 37 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: White Oak Public Schools

COUNTY: Craig

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Jenny Giles, 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 Spring 2008.

White Oak Public Schools is an independent school district with an enrollment of 205 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, White Oak Public Schools served 67 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Bluejacket Public Schools

COUNTY: Craig

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Tina Spence, 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 Spring 2008.

Bluejacket Public Schools is an independent school district with an enrollment of 198 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Bluejacket Public Schools served 23 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Olive Public Schools

COUNTY: Creek

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Jenny Giles, 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 Spring 2008.

Olive Public Schools is an independent school district with an enrollment of 412 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Olive Public Schools served 60 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Kiefer Public Schools

COUNTY: Creek

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Kiefer Public Schools is an independent school district with an enrollment of 365 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Kiefer Public Schools served 80 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Weatherford Public Schools

COUNTY: Custer

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Weatherford Public Schools is an independent school district with an enrollment of 1,772 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Weatherford Public Schools served 211 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Gage Public Schools

COUNTY: Ellis

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Jenny Giles, 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 Spring 2008.

Gage Public Schools is an independent school district with an enrollment of 118 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Gage Public Schools served 23 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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

There is no additional requirement at this time.

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: Kremlin-Hillsdale Public Schools

COUNTY: Garfield

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christa Knight, Project Coordinator
(405) 521-6137

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 Spring 2008.

Kremlin-Hillsdale Public Schools is an independent school district with an enrollment of 281 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Kremlin-Hillsdale Public Schools served 25 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Garber Public Schools

COUNTY: Garfield

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Jenny Giles, 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 Spring 2008.

Garber Public Schools is an independent school district with an enrollment of 333 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Garber Public Schools served 42 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 calendar 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Enid Public Schools

COUNTY: Garfield

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Tina Spence, 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 Spring 2008.

Enid Public Schools is an independent school district with an enrollment of 6,427 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Enid Public Schools served 893 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 calendar 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that children referred by Part C (SoonerStart) prior to age 3 and, found eligible for Part B, havensure a clear understanding of the roles and responsibilities between the LEA and the lead agency 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Alex Public Schools

COUNTY: Grady

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Alex Public Schools is an independent school district with an enrollment of 405 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Alex Public Schools served 53 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Tuttle Public Schools

COUNTY: Grady

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Jenny Giles, 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 Spring 2008.

Tuttle Public Schools is an independent school district with an enrollment of 1,606 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Tuttle Public Schools served 164 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 calendar 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Navajo Public Schools

COUNTY: Jackson

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christie Stephenson, 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 Spring 2008.

Navajo Public Schools is an independent school district with an enrollment of 472 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Navajo Public Schools served 57 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Eldorado Public Schools

COUNTY: Jackson

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Eldorado Public Schools is an independent school district with an enrollment of 119 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Eldorado Public Schools served 30 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines

for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Ringling Public Schools

COUNTY: Jefferson

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Ringling Public Schools is an independent school district with an enrollment of 501 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Ringling Public Schools served 81 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 calendar 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary goals.
LEA Requirements:	Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district 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 shall 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to

comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Waurika Public Schools

COUNTY: Jefferson

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Tina Spence, 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 Spring 2008.

Waurika Public Schools is an independent school district with an enrollment of 457 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Waurika Public Schools served 81 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated,

encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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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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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Ponca City Public Schools

COUNTY: Kay

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Ponca City Public Schools is an independent school district with an enrollment of 5,200 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Ponca City Public Schools served 787 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 calendar 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Lomega Public Schools

COUNTY: Kingfisher

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christa Knight, Project Coordinator
(405) 521-6137

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 Spring 2008.

Lomega Public Schools is an independent school district with an enrollment of 191 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Lomega Public Schools served 30 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states,

"This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Okarche Public Schools

COUNTY: Kingfisher

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Tina Spence, 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 Spring 2008.

Okarche Public Schools is an independent school district with an enrollment of 259 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Okarche Public Schools served 33 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary goals.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district 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 shall 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Wilburton Public Schools

COUNTY: Latimer

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christie Stephenson, 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 Spring 2008.

Wilburton Public Schools is an independent school district with an enrollment of 1,069 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Wilburton Public Schools served 156 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Shady Point Public School

COUNTY: Le Flore

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Shady Point Public School is an elementary school district with an enrollment of 109 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Shady Point Public School served 22 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Heavener Public Schools

COUNTY: Le Flore

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Heavener Public Schools is an independent school district with an enrollment of 975 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Heavener Public Schools served 115 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the district's discipline policy which should include the procedures for suspension/expulsion. This improvement plan shall in 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Panama Public Schools

COUNTY: Le Flore

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Jenny Giles, 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 Spring 2008.

Panama Public Schools is an independent school district with an enrollment of 804 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Panama Public Schools served 117 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Wister Public Schools

COUNTY: Le Flore

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Wister Public Schools is an independent school district with an enrollment of 580 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Wister Public Schools served 120 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states,

"This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Meeker Public Schools

COUNTY: Lincoln

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Meeker Public Schools is an independent school district with an enrollment of 893 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Meeker Public Schools served 178 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the district's discipline policy which should include the procedures for suspension/expulsion. This improvement plan shall in 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular

class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Carney Public Schools

COUNTY: Lincoln

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Monica McFarlin, Project Coordinator
(405) 521-4869

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 Spring 2008.

Carney Public Schools is an independent school district with an enrollment of 215 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Carney Public Schools served 48 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children

with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Greenville Public School

COUNTY: Love

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Greenville Public School is an elementary school district with an enrollment of 111 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Greenville Public School served 23 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Osage Public School

COUNTY: Mayes

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Osage Public School is an elementary school district with an enrollment of 241 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Osage Public School served 40 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Newcastle Public Schools

COUNTY: McClain

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Newcastle Public Schools is an independent school district with an enrollment of 1,384 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Newcastle Public Schools served 170 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Smithville Public Schools

COUNTY: McCurtain

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Smithville Public Schools is an independent school district with an enrollment of 308 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Smithville Public Schools served 47 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Wainwright Public School

COUNTY: Muskogee

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Wainwright Public School is an elementary school district with an enrollment of 135 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Wainwright Public School served 26 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Haskell Public Schools

COUNTY: Muskogee

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Mr. 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 Spring 2008.

Haskell Public Schools is an independent school district with an enrollment of 933 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Haskell Public Schools served 168 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Muskogee Public Schools

COUNTY: Muskogee

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Muskogee Public Schools is an independent school district with an enrollment of 6,291 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Muskogee Public Schools served 914 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 calendar 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Perry Public Schools

COUNTY: Noble

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Perry Public Schools is an independent school district with an enrollment of 1,167 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Perry Public Schools served 184 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Paden Public Schools

COUNTY: Okfuskee

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Tina Spence, 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 Spring 2008.

Paden Public Schools is an independent school district with an enrollment of 254 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Paden Public Schools served 31 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Schulter Public Schools

COUNTY: Okmulgee

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Schulter Public Schools is an independent school district with an enrollment of 216 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Schulter Public Schools served 41 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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

There is no additional requirement at this time.

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: Dewar Public Schools

COUNTY: Okmulgee

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Dewar Public Schools is an independent school district with an enrollment of 442 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Dewar Public Schools served 91 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: McCord Public School

COUNTY: Osage

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

McCord Public School is an elementary school district with an enrollment of 240 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, McCord Public School served 42 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements

should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Wynona Public Schools

COUNTY: Osage

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Tina Spence, 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 Spring 2008.

Wynona Public Schools is an independent school district with an enrollment of 152 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Wynona Public Schools served 46 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements

should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Turkey Ford Public School

COUNTY: Ottawa

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Turkey Ford Public School is an elementary school district with an enrollment of 90 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Turkey Ford Public School served 17 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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

There is no additional requirement at this time.

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: Quapaw Public Schools

COUNTY: Ottawa

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Mr. Larry Hartzell, RtI Specialist
(405) 522-6552

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 Spring 2008.

Quapaw Public Schools is an independent school district with an enrollment of 708 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Quapaw Public Schools served 131 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Pawnee Public Schools

COUNTY: Pawnee

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Pawnee Public Schools is an independent school district with an enrollment of 754 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Pawnee Public Schools served 81 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Cushing Public Schools

COUNTY: Payne

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Cushing Public Schools is an independent school district with an enrollment of 1,861 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Cushing Public Schools served 289 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated,

encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that children referred by Part C (SoonerStart) prior to age 3 and, found eligible for Part B, havensure a clear understanding of the roles and responsibilities between the LEA and the lead agency 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Krebs Public School

COUNTY: Pittsburg

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christie Stephenson, 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 Spring 2008.

Krebs Public School is an elementary school district with an enrollment of 381 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Krebs Public School served 64 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 calendar 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Tannehill Public School

COUNTY: Pittsburg

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Tannehill Public School is an elementary school district with an enrollment of 207 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Tannehill Public School served 36 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements

should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Haywood Public School

COUNTY: Pittsburg

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Mr. 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 Spring 2008.

Haywood Public School is an elementary school district with an enrollment of 107 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Haywood Public School served 19 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Indianola Public Schools

COUNTY: Pittsburg

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christa Knight, Project Coordinator
(405) 521-6137

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 Spring 2008.

Indianola Public Schools is an independent school district with an enrollment of 335 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Indianola Public Schools served 76 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: McAlester Public Schools

COUNTY: Pittsburg

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christie Stephenson, 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 Spring 2008.

McAlester Public Schools is an independent school district with an enrollment of 2,811 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, McAlester Public Schools served 498 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the district's discipline policy which should include the procedures for suspension/expulsion. This improvement plan shall in 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that children referred by Part C (SoonerStart) prior to age 3 and, found eligible for Part B, havensure a clear understanding of the roles and responsibilities between the LEA and the lead agency 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Pickett-Center Public School

COUNTY: Pontotoc

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Tina Spence, 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 Spring 2008.

Pickett-Center Public School is an elementary school district with an enrollment of 117 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Pickett-Center Public School served 23 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements

should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: McLoud Public Schools

COUNTY: Pottawatomie

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Mr. 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 Spring 2008.

McLoud Public Schools is an independent school district with an enrollment of 1,796 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, McLoud Public Schools served 276 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in

IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Bethel Public Schools

COUNTY: Pottawatomie

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Tina Spence, 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 Spring 2008.

Bethel Public Schools is an independent school district with an enrollment of 1,318 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Bethel Public Schools served 155 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Maud Public Schools

COUNTY: Pottawatomie

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Jenny Giles, 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 Spring 2008.

Maud Public Schools is an independent school district with an enrollment of 339 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Maud Public Schools served 54 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Tuskahoma Public School

COUNTY: Pushmataha

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christa Knight, Project Coordinator
(405) 521-6137

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 Spring 2008.

Tuskahoma Public School is an elementary school district with an enrollment of 91 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Tuskahoma Public School served 23 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Sweetwater Public Schools

COUNTY: Roger Mills

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Sweetwater Public Schools is an independent school district with an enrollment of 60 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Sweetwater Public Schools served 9 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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

There is no additional requirement at this time.

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: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christa Knight, Project Coordinator
(405) 521-6137

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 Spring 2008.

Hammon Public Schools is an independent school district with an enrollment of 207 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Hammon Public Schools served 26 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Justus-Tiawah Public School

COUNTY: Rogers

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Monica McFarlin, Project Coordinator
(405) 521-4869

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 Spring 2008.

Justus-Tiawah Public School is an elementary school district with an enrollment of 546 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Justus-Tiawah Public School served 79 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Oologah-Talala Public Schools

COUNTY: Rogers

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Oologah-Talala Public Schools is an independent school district with an enrollment of 1,820 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Oologah-Talala Public Schools served 211 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Pleasant Grove Public School

COUNTY: Seminole

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christie Stephenson, 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 Spring 2008.

Pleasant Grove Public School is an elementary school district with an enrollment of 97 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Pleasant Grove Public School served 20 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Wewoka Public Schools

COUNTY: Seminole

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Mr. Larry Hartzell, RtI Specialist
(405) 522-6552

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 Spring 2008.

Wewoka Public Schools is an independent school district with an enrollment of 657 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Wewoka Public Schools served 147 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary goals.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district 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 shall 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: New Lima Public Schools

COUNTY: Seminole

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

New Lima Public Schools is an independent school district with an enrollment of 287 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, New Lima Public Schools served 19 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in

IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Brushy Public School

COUNTY: Sequoyah

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Brushy Public School is an elementary school district with an enrollment of 278 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Brushy Public School served 81 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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

There is no additional requirement at this time.

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: Gore Public Schools

COUNTY: Sequoyah

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Gore Public Schools is an independent school district with an enrollment of 607 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Gore Public Schools served 119 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Comanche Public Schools

COUNTY: Stephens

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Tina Spence, 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 Spring 2008.

Comanche Public Schools is an independent school district with an enrollment of 1,124 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Comanche Public Schools served 181 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

LEA Requirements: Within 30 calendar 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Empire Public Schools

COUNTY: Stephens

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Jenny Giles, 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 Spring 2008.

Empire Public Schools is an independent school district with an enrollment of 567 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Empire Public Schools served 78 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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

There is no additional requirement at this time.

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: Jenks Public Schools

COUNTY: Tulsa

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Jenks Public Schools is an independent school district with an enrollment of 9,668 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Jenks Public Schools served 1536 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

LEA Requirements: Within 30 calendar 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: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that children referred by Part C (SoonerStart) prior to age 3 and, found eligible for Part B, havensure a clear understanding of the roles and responsibilities between the LEA and the lead agency 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Dewey Public Schools

COUNTY: Washington

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. 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 Spring 2008.

Dewey Public Schools is an independent school district with an enrollment of 1,158 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Dewey Public Schools served 156 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the district's discipline policy which should include the procedures for suspension/expulsion. This improvement plan shall in 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Washita Heights Public Schools

COUNTY: Washita

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christie Stephenson, 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 Spring 2008.

Washita Heights Public Schools is an independent school district with an enrollment of 163 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Washita Heights Public Schools served 29 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the district's discipline policy which should include the procedures for suspension/expulsion. This improvement plan shall in 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary goals.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district 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 shall 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Burns Flat-Dill City Public Schools

COUNTY: Washita

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christie Stephenson, 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 Spring 2008.

Burns Flat-Dill City Public Schools is an independent school district with an enrollment of 667 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Burns Flat-Dill City Public Schools served 99 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities.This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities.This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in

IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that children referred by Part C (SoonerStart) prior to age 3 and, found eligible for Part B, havensure a clear understanding of the roles and responsibilities between the LEA and the lead agency 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Canute Public Schools

COUNTY: Washita

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Ms. Christie Stephenson, 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 Spring 2008.

Canute Public Schools is an independent school district with an enrollment of 300 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Canute Public Schools served 42 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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: Sharon-Mutual Public Schools

COUNTY: Woodward

YEAR OF REVIEW: SY2006-2007

DATE OF REPORT: April 28, 2008

REVIEWER: Mr. Larry Hartzell, RtI Specialist
(405) 522-6552

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 Spring 2008.

Sharon-Mutual Public Schools is an independent school district with an enrollment of 250 students as of Monday, October 2, 2006. As of Tuesday, October 10, 2006, Sharon-Mutual Public Schools served 38 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, 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 SY2006-2007, 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: 89.78% of youth with IEPs will graduate with a regular diploma.

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

Indicator 2: Dropout Rates

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.

State Target: 6.33% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of students with disabilities. 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; 31.00% of children with IEPs will be proficient in math; AND 31.00% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar 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 nondisabled peers to be suspended or expelled for at least 10 days.)

State Target: 2.41% 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: 49.04% of students with disabilities will be inside the regular class >80% of the day; 10.24% of students with disabilities will be inside the regular class 40-79% of the day; AND 1.64% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar 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: 67.22% 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: 84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

LEA Requirements: There is no additional 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 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that children referred by Part C (SoonerStart) prior to age 3 and, found eligible for Part B, havensure a clear understanding of the roles and responsibilities between the LEA and the lead agency 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 postsecondary 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 postsecondary 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 calendar 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, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

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.