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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

SCHOOL DISTRICT/AGENCY: Burlington Public Schools

COUNTY: Alfalfa

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Christie Stephenson, 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 2009.

Burlington Public Schools is an independent school district with an enrollment of 133 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Burlington Public Schools served 17children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Balko Public Schools

COUNTY: Beaver

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Christie Stephenson, 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 2009.

Balko Public Schools is an independent school district with an enrollment of 126 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Balko Public Schools served 19children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Geary Public Schools

COUNTY: Blaine

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Christie Stephenson, 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 2009.

Geary Public Schools is an independent school district with an enrollment of 432 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Geary Public Schools served 73children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Achille Public Schools

COUNTY: Bryan

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Jennifer Burnes, Coordinator
(405) 521-3575

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2009.

Achille Public Schools is an independent school district with an enrollment of 452 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Achille Public Schools served 81children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Colbert Public Schools

COUNTY: Bryan

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Jennifer Burnes, Coordinator
(405) 521-3575

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2009.

Colbert Public Schools is an independent school district with an enrollment of 798 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Colbert Public Schools served 144children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Boone-Apache Public Schools

COUNTY: Caddo

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Jennifer Burnes, Coordinator
(405) 521-3575

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2009.

Boone-Apache Public Schools is an independent school district with an enrollment of 610 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Boone-Apache Public Schools served 96children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Cyril Public Schools

COUNTY: Caddo

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Cyril Public Schools is an independent school district with an enrollment of 352 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Cyril Public Schools served 49children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Hydro-Eakly Public Schools

COUNTY: Caddo

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Hydro-Eakly Public Schools is an independent school district with an enrollment of 469 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Hydro-Eakly Public Schools served 87children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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, have an IEP developed and implemented by their third birthday. This improvement plan shall include methods used by the LEA toensure 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: Piedmont Public Schools

COUNTY: Canadian

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Piedmont Public Schools is an independent school district with an enrollment of 2341 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Piedmont Public Schools served 232children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Riverside Public School

COUNTY: Canadian

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Riverside Public School is an elementary school district with an enrollment of 163 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Riverside Public School served 34children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Yukon Public Schools

COUNTY: Canadian

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Yukon Public Schools is an independent school district with an enrollment of 6922 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Yukon Public Schools served 800children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% 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 least restrictive environment (LRE) are implemented. Th

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: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Fox Public Schools

COUNTY: Carter

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Fox Public Schools is an independent school district with an enrollment of 328 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Fox Public Schools served 77children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Wilson Public Schools

COUNTY: Carter

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Wilson Public Schools is an independent school district with an enrollment of 489 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Wilson Public Schools served 129children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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, have an IEP developed and implemented by their third birthday. This improvement plan shall include methods used by the LEA toensure 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: Norwood Public School

COUNTY: Cherokee

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Norwood Public School is an elementary school district with an enrollment of 175 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Norwood Public School served 43children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language

communication and early literacy); and c) use of appropriate behaviors to meet their needs.

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Fort Towson Public Schools

COUNTY: Choctaw

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Fort Towson Public Schools is an independent school district with an enrollment of 407 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Fort Towson Public Schools served 79children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Grant Public School

COUNTY: Choctaw

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Melinda Mitchiner, PBIS Coordinator
(405) 521-2199

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 2009.

Grant Public School is an elementary school district with an enrollment of 77 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Grant Public School served 27children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Swink Public School

COUNTY: Choctaw

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Melinda Mitchiner, PBIS Coordinator
(405) 521-2199

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 2009.

Swink Public School is an elementary school district with an enrollment of 64 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Swink Public School served 34children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Coalgate Public Schools

COUNTY: Coal

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Melinda Mitchiner, PBIS Coordinator
(405) 521-2199

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 2009.

Coalgate Public Schools is an independent school district with an enrollment of 745 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Coalgate Public Schools served 170children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Indiahoma Public Schools

COUNTY: Comanche

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Jenny Giles, 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 2009.

Indiahoma Public Schools is an independent school district with an enrollment of 205 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Indiahoma Public Schools served 45children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Ketchum Public Schools

COUNTY: Craig

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Jenny Giles, 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 2009.

Ketchum Public Schools is an independent school district with an enrollment of 717 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Ketchum Public Schools served 134children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Welch Public Schools

COUNTY: Craig

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Jenny Giles, 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 2009.

Welch Public Schools is an independent school district with an enrollment of 401 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Welch Public Schools served 92children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% 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 least restrictive environment (LRE) are implemented. Th

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: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Drumright Public Schools

COUNTY: Creek

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Tina Spence, Coordinator
(405) 521-4877

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 2009.

Drumright Public Schools is an independent school district with an enrollment of 683 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Drumright Public Schools served 122children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Thomas-Fay-Custer Unified District

COUNTY: Custer

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Tina Spence, Coordinator
(405) 521-4877

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 2009.

Thomas-Fay-Custer Unified District is an independent school district with an enrollment of 479 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Thomas-Fay-Custer Unified District served 57children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Grove Public Schools

COUNTY: Delaware

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Tina Spence, Coordinator
(405) 521-4877

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 2009.

Grove Public Schools is an independent school district with an enrollment of 2357 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Grove Public Schools served 331children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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:	67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).
LEA Requirements:	There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

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

Indicator 8: Parent Involvement

Indicator:	An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
State Target:	87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Moseley Public School

COUNTY: Delaware

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Moseley Public School is an elementary school district with an enrollment of 345 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Moseley Public School served 42children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Taloga Public Schools

COUNTY: Dewey

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Taloga Public Schools is an independent school district with an enrollment of 74 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Taloga Public Schools served 18children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Shattuck Public Schools

COUNTY: Ellis

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Shattuck Public Schools is an independent school district with an enrollment of 278 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Shattuck Public Schools served 32children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Waukomis Public Schools

COUNTY: Garfield

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Lydia Vaquera, Coordinator
(405) 522-1588

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2009.

Waukomis Public Schools is an independent school district with an enrollment of 317 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Waukomis Public Schools served 54children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Amber-Pocasset Public Schools

COUNTY: Grady

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Lydia Vaquera, Coordinator
(405) 522-1588

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2009.

Amber-Pocasset Public Schools is an independent school district with an enrollment of 455 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Amber-Pocasset Public Schools served 70children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Bridge Creek Public Schools

COUNTY: Grady

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Lydia Vaquera, Coordinator
(405) 522-1588

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2009.

Bridge Creek Public Schools is an independent school district with an enrollment of 1309 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Bridge Creek Public Schools served 186children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Friend Public School

COUNTY: Grady

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Lydia Vaquera, Coordinator
(405) 522-1588

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2009.

Friend Public School is an elementary school district with an enrollment of 205 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Friend Public School served 26children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language

communication and early literacy); and c) use of appropriate behaviors to meet their needs.

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Laverne Public Schools

COUNTY: Harper

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Lydia Vaquera, Coordinator
(405) 522-1588

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2009.

Laverne Public Schools is an independent school district with an enrollment of 476 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Laverne Public Schools served 59children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Kinta Public Schools

COUNTY: Haskell

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Lydia Vaquera, Coordinator
(405) 522-1588

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2009.

Kinta Public Schools is an independent school district with an enrollment of 182 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Kinta Public Schools served 32children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: McCurtain Public Schools

COUNTY: Haskell

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Lydia Vaquera, Coordinator
(405) 522-1588

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2009.

McCurtain Public Schools is an independent school district with an enrollment of 273 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, McCurtain Public Schools served 58children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Holdenville Public Schools

COUNTY: Hughes

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Lydia Vaquera, Coordinator
(405) 522-1588

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2009.

Holdenville Public Schools is an independent school district with an enrollment of 1103 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Holdenville Public Schools served 206children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Blair Public Schools

COUNTY: Jackson

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Lydia Vaquera, Coordinator
(405) 522-1588

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the state level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2009.

Blair Public Schools is an independent school district with an enrollment of 262 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Blair Public Schools served 43children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Olustee Public Schools

COUNTY: Jackson

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Monica McFarlin, SPDG 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 2009.

Olustee Public Schools is an independent school district with an enrollment of 168 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Olustee Public Schools served 32children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Coleman Public Schools

COUNTY: Johnston

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Monica McFarlin, SPDG 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 2009.

Coleman Public Schools is an independent school district with an enrollment of 204 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Coleman Public Schools served 40children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Braman Public Schools

COUNTY: Kay

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Monica McFarlin, SPDG 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 2009.

Braman Public Schools is an independent school district with an enrollment of 94 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Braman Public Schools served 13children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Dover Public Schools

COUNTY: Kingfisher

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Keisha King, Coordinator
(405) 522-1464

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 2009.

Dover Public Schools is an independent school district with an enrollment of 236 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Dover Public Schools served 33children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language

communication and early literacy); and c) use of appropriate behaviors to meet their needs.

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Kingfisher Public Schools

COUNTY: Kingfisher

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Keisha King, Coordinator
(405) 522-1464

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 2009.

Kingfisher Public Schools is an independent school district with an enrollment of 1187 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Kingfisher Public Schools served 129children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Hobart Public Schools

COUNTY: Kiowa

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Keisha King, Coordinator
(405) 522-1464

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 2009.

Hobart Public Schools is an independent school district with an enrollment of 833 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Hobart Public Schools served 135children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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:	67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).
LEA Requirements:	There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

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

Indicator 8: Parent Involvement

Indicator:	An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
State Target:	87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Buffalo Valley Public Schools

COUNTY: Latimer

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Keisha King, Coordinator
(405) 522-1464

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 2009.

Buffalo Valley Public Schools is an independent school district with an enrollment of 193 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Buffalo Valley Public Schools served 42children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Red Oak Public Schools

COUNTY: Latimer

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Keisha King, Coordinator
(405) 522-1464

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 2009.

Red Oak Public Schools is an independent school district with an enrollment of 235 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Red Oak Public Schools served 47children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Agra Public Schools

COUNTY: Lincoln

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Keisha King, Coordinator
(405) 522-1464

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 2009.

Agra Public Schools is an independent school district with an enrollment of 413 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Agra Public Schools served 48children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% 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 least restrictive environment (LRE) are implemented. Th

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: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Stroud Public Schools

COUNTY: Lincoln

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Keisha King, Coordinator
(405) 522-1464

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 2009.

Stroud Public Schools is an independent school district with an enrollment of 880 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Stroud Public Schools served 109children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Mulhall-Orlando Public Schools

COUNTY: Logan

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Keisha King, Coordinator
(405) 522-1464

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 2009.

Mulhall-Orlando Public Schools is an independent school district with an enrollment of 229 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Mulhall-Orlando Public Schools served 38children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Ringwood Public Schools

COUNTY: Major

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Keisha King, Coordinator
(405) 522-1464

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 2009.

Ringwood Public Schools is an independent school district with an enrollment of 388 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Ringwood Public Schools served 54children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% 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 least restrictive environment (LRE) are implemented. Th

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: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Blanchard Public Schools

COUNTY: McClain

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Kimberly King, 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 2009.

Blanchard Public Schools is an independent school district with an enrollment of 1543 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Blanchard Public Schools served 170children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% 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 least restrictive environment (LRE) are implemented. Th

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: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Idabel Public Schools

COUNTY: McCurtain

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Kimberly King, 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 2009.

Idabel Public Schools is an independent school district with an enrollment of 1469 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Idabel Public Schools served 211children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Wright City Public Schools

COUNTY: McCurtain

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Kimberly King, 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 2009.

Wright City Public Schools is an independent school district with an enrollment of 495 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Wright City Public Schools served 80children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Fort Gibson Public Schools

COUNTY: Muskogee

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Kimberly King, 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 2009.

Fort Gibson Public Schools is an independent school district with an enrollment of 1880 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Fort Gibson Public Schools served 216children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Porum Public Schools

COUNTY: Muskogee

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Kimberly King, 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 2009.

Porum Public Schools is an independent school district with an enrollment of 545 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Porum Public Schools served 114children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Webbers Falls Public Schools

COUNTY: Muskogee

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Kimberly King, 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 2009.

Webbers Falls Public Schools is an independent school district with an enrollment of 270 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Webbers Falls Public Schools served 61children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Oklahoma Union Public Schools

COUNTY: Nowata

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Kimberly King, 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 2009.

Oklahoma Union Public Schools is an independent school district with an enrollment of 659 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Oklahoma Union Public Schools served 88children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Okemah Public Schools

COUNTY: Okfuskee

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Kimberly King, 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 2009.

Okemah Public Schools is an independent school district with an enrollment of 911 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Okemah Public Schools served 196children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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, have an IEP developed and implemented by their third birthday. This improvement plan shall include methods used by the LEA toensure 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: Edmond Public Schools

COUNTY: Oklahoma

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Kimberly King, 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 2009.

Edmond Public Schools is an independent school district with an enrollment of 19917 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Edmond Public Schools served 2638children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% 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 least restrictive environment (LRE) are implemented. Th

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: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Harrah Public Schools

COUNTY: Oklahoma

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Mr. Larry Hartzell, RtI Specialist
(405) 521-2335

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 2009.

Harrah Public Schools is an independent school district with an enrollment of 2310 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Harrah Public Schools served 424children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Western Heights Public Schools

COUNTY: Oklahoma

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Mr. Larry Hartzell, RtI Specialist
(405) 521-2335

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 2009.

Western Heights Public Schools is an independent school district with an enrollment of 3353 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Western Heights Public Schools served 463children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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:	67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).
LEA Requirements:	There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

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

Indicator 8: Parent Involvement

Indicator:	An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
State Target:	87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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, have an IEP developed and implemented by their third birthday. This improvement plan shall include methods used by the LEA toensure 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: Beggs Public Schools

COUNTY: Okmulgee

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Mr. Larry Hartzell, RtI Specialist
(405) 521-2335

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 2009.

Beggs Public Schools is an independent school district with an enrollment of 1163 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Beggs Public Schools served 174children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Okmulgee Public Schools

COUNTY: Okmulgee

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Megan Majka, 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 2009.

Okmulgee Public Schools is an independent school district with an enrollment of 1769 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Okmulgee Public Schools served 326children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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, have an IEP developed and implemented by their third birthday. This improvement plan shall include methods used by the LEA toensure 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: Preston Public Schools

COUNTY: Okmulgee

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Megan Majka, 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 2009.

Preston Public Schools is an independent school district with an enrollment of 603 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Preston Public Schools served 66children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Afton Public Schools

COUNTY: Ottawa

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Megan Majka, 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 2009.

Afton Public Schools is an independent school district with an enrollment of 457 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Afton Public Schools served 89children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Fairland Public Schools

COUNTY: Ottawa

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Megan Majka, 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 2009.

Fairland Public Schools is an independent school district with an enrollment of 559 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Fairland Public Schools served 89children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Jennings Public School

COUNTY: Pawnee

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Megan Majka, 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 2009.

Jennings Public School is an elementary school district with an enrollment of 153 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Jennings Public School served 38children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Hartshorne Public Schools

COUNTY: Pittsburg

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Megan Majka, 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 2009.

Hartshorne Public Schools is an independent school district with an enrollment of 811 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Hartshorne Public Schools served 170children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Allen Public Schools

COUNTY: Pontotoc

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Megan Majka, 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 2009.

Allen Public Schools is an independent school district with an enrollment of 441 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Allen Public Schools served 67children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Tecumseh Public Schools

COUNTY: Pottawatomie

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Megan Majka, 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 2009.

Tecumseh Public Schools is an independent school district with an enrollment of 2313 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Tecumseh Public Schools served 361children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Antlers Public Schools

COUNTY: Pushmataha

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Megan Majka, 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 2009.

Antlers Public Schools is an independent school district with an enrollment of 1029 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Antlers Public Schools served 131children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Nashoba Public School

COUNTY: Pushmataha

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Nashoba Public School is an elementary school district with an enrollment of 58 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Nashoba Public School served 24children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language

communication and early literacy); and c) use of appropriate behaviors to meet their needs.

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Rattan Public Schools

COUNTY: Pushmataha

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Rattan Public Schools is an independent school district with an enrollment of 519 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Rattan Public Schools served 77children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Bowlegs Public Schools

COUNTY: Seminole

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Bowlegs Public Schools is an independent school district with an enrollment of 330 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Bowlegs Public Schools served 59children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Sasakwa Public Schools

COUNTY: Seminole

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Sasakwa Public Schools is an independent school district with an enrollment of 233 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Sasakwa Public Schools served 48children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Strother Public Schools

COUNTY: Seminole

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Strother Public Schools is an independent school district with an enrollment of 339 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Strother Public Schools served 42children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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:	67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).
LEA Requirements:	There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

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

Indicator 8: Parent Involvement

Indicator:	An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
State Target:	87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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, have an IEP developed and implemented by their third birthday. This improvement plan shall include methods used by the LEA toensure 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: Belfonte Public School

COUNTY: Sequoyah

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Belfonte Public School is an elementary school district with an enrollment of 121 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Belfonte Public School served 46children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language

communication and early literacy); and c) use of appropriate behaviors to meet their needs.

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Central Public Schools

COUNTY: Sequoyah

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Central Public Schools is an independent school district with an enrollment of 519 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Central Public Schools served 121children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language

communication and early literacy); and c) use of appropriate behaviors to meet their needs.

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Roland Public Schools

COUNTY: Sequoyah

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Roland Public Schools is an independent school district with an enrollment of 1302 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Roland Public Schools served 172children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Vian Public Schools

COUNTY: Sequoyah

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Vian Public Schools is an independent school district with an enrollment of 1036 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Vian Public Schools served 236children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Guymon Public Schools

COUNTY: Texas

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Guymon Public Schools is an independent school district with an enrollment of 2487 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Guymon Public Schools served 304children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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:	67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).
LEA Requirements:	There is no additional requirement at this time.

Indicator 7: Preschool Outcomes

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

Indicator 8: Parent Involvement

Indicator:	An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
State Target:	87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Hardesty Public Schools

COUNTY: Texas

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Hardesty Public Schools is an independent school district with an enrollment of 100 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Hardesty Public Schools served 11children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Straight Public School

COUNTY: Texas

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

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 2009.

Straight Public School is an elementary school district with an enrollment of 54 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Straight Public School served 2children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language

communication and early literacy); and c) use of appropriate behaviors to meet their needs.

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Texhoma Public Schools

COUNTY: Texas

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Christa Knight, Monitoring 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 2009.

Texhoma Public Schools is an independent school district with an enrollment of 217 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Texhoma Public Schools served 21children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Tipton Public Schools

COUNTY: Tillman

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Christa Knight, Monitoring 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 2009.

Tipton Public Schools is an independent school district with an enrollment of 317 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Tipton Public Schools served 71children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language

communication and early literacy); and c) use of appropriate behaviors to meet their needs.

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Broken Arrow Public Schools

COUNTY: Tulsa

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Christa Knight, Monitoring 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 2009.

Broken Arrow Public Schools is an independent school district with an enrollment of 16020 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Broken Arrow Public Schools served 2362children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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, have an IEP developed and implemented by their third birthday. This improvement plan shall include methods used by the LEA toensure 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: Owasso Public Schools

COUNTY: Tulsa

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Christa Knight, Monitoring 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 2009.

Owasso Public Schools is an independent school district with an enrollment of 8590 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Owasso Public Schools served 901children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Sperry Public Schools

COUNTY: Tulsa

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Christa Knight, Monitoring 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 2009.

Sperry Public Schools is an independent school district with an enrollment of 1271 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Sperry Public Schools served 172children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Bartlesville Public Schools

COUNTY: Washington

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Christa Knight, Monitoring 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 2009.

Bartlesville Public Schools is an independent school district with an enrollment of 6043 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Bartlesville Public Schools served 658children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Alva Public Schools

COUNTY: Woods

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Christa Knight, Monitoring 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 2009.

Alva Public Schools is an independent school district with an enrollment of 930 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Alva Public Schools served 122children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Freedom Public Schools

COUNTY: Woods

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Christa Knight, Monitoring 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 2009.

Freedom Public Schools is an independent school district with an enrollment of 88 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Freedom Public Schools served 16children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Waynoka Public Schools

COUNTY: Woods

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Christa Knight, Monitoring 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 2009.

Waynoka Public Schools is an independent school district with an enrollment of 242 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Waynoka Public Schools served 43children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

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

Indicator 7: Preschool Outcomes

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

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

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

Indicator 8: Parent Involvement

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

State Target: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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: Fort Supply Public Schools

COUNTY: Woodward

YEAR OF REVIEW: SY2007-2008

DATE OF REPORT: March 27, 2009

REVIEWER: Ms. Christa Knight, Monitoring 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 2009.

Fort Supply Public Schools is an independent school district with an enrollment of 134 students as of Monday, October 1, 2007. As of Tuesday, October 9, 2007, Fort Supply Public Schools served 17children 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 SY2007-2008, 91 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: 90.28% 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: <5.95% 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: 95.00% of children with IEPs will participate in assessment of math and reading; 54.00% of children with IEPs will be proficient in math; AND 52.00% 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: 1.91% 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: 49.54% of students with disabilities will be inside the regular class >80% of the day; <10.14% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% 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: 67.72% 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 least restrictive environment (LRE) are implemented. Th

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: 87.00% 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 or 45 school days.

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 calendar days or 45 school 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.