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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Bell Public School

COUNTY: Adair

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Karie Crews-St. Yves, Coordinator
(405) 522-1835

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs 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 2010.

Bell Public School is an elementary school district with an enrollment of 97 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Bell Public School served 26 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Rocky Mountain Public School

COUNTY: Adair

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Karie Crews-St. Yves, Coordinator
(405) 522-1835

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs 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 2010.

Rocky Mountain Public School is an elementary school district with an enrollment of 180 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Rocky Mountain Public School served 30 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Westville Public Schools

COUNTY: Adair

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Karie Crews-St. Yves, Coordinator
(405) 522-1835

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs 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 2010.

Westville Public Schools is an independent school district with an enrollment of 1,120 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Westville Public Schools served 161 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Zion Public School

COUNTY: Adair

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Karie Crews-St. Yves, Coordinator
(405) 522-1835

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs 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 2010.

Zion Public School is an elementary school district with an enrollment of 344 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Zion Public School served 51 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Lane Public School

COUNTY: Atoka

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Karie Crews-St. Yves, Coordinator
(405) 522-1835

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs 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 2010.

Lane Public School is an elementary school district with an enrollment of 195 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Lane Public School served 64 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Stringtown Public Schools

COUNTY: Atoka

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Karie Crews-St. Yves, Coordinator
(405) 522-1835

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs 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 2010.

Stringtown Public Schools is an independent school district with an enrollment of 164 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Stringtown Public Schools served 28 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Forgan Public Schools

COUNTY: Beaver

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Karie Crews-St. Yves, Coordinator
(405) 522-1835

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs 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 2010.

Forgan Public Schools is an independent school district with an enrollment of 168 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Forgan Public Schools served 17 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Turpin Public Schools

COUNTY: Beaver

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Karie Crews-St. Yves, Coordinator
(405) 522-1835

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs 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 2010.

Turpin Public Schools is an independent school district with an enrollment of 412 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Turpin Public Schools served 49 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Sayre Public Schools

COUNTY: Beckham

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Karie Crews-St. Yves, Coordinator
(405) 522-1835

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs 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 2010.

Sayre Public Schools is an independent school district with an enrollment of 729 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Sayre Public Schools served 92 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Canton Public Schools

COUNTY: Blaine

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Karie Crews-St. Yves, Coordinator
(405) 522-1835

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs 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 2010.

Canton Public Schools is an independent school district with an enrollment of 347 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Canton Public Schools served 88 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator:	An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days. (20 U.S.C. 1416(a)(3)(B))
State Target:	100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))
State Target:	100.00% of children referred by Part C prior to age 3, 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 to ensure 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Silo Public Schools

COUNTY: Bryan

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Kathryn Crutchfield, 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 2010.

Silo Public Schools is an independent school district with an enrollment of 688 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Silo Public Schools served 164 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Gracemont Public Schools

COUNTY: Caddo

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Kathryn Crutchfield, 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 2010.

Gracemont Public Schools is an independent school district with an enrollment of 184 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Gracemont Public Schools served 31 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Calumet Public Schools

COUNTY: Canadian

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Kathryn Crutchfield, 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 2010.

Calumet Public Schools is an independent school district with an enrollment of 285 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Calumet Public Schools served 57 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the postsecondary goals

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Shady Grove Public School

COUNTY: Cherokee

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Kathryn Crutchfield, 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 2010.

Shady Grove Public School is an elementary school district with an enrollment of 167 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Shady Grove Public School served 35 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Boswell Public Schools

COUNTY: Choctaw

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Kathryn Crutchfield, 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 2010.

Boswell Public Schools is an independent school district with an enrollment of 341 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Boswell Public Schools served 78 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Boise City Public Schools

COUNTY: Cimarron

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Kathryn Crutchfield, 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 2010.

Boise City Public Schools is an independent school district with an enrollment of 298 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Boise City Public Schools served 37 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Felt Public Schools

COUNTY: Cimarron

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Kathryn Crutchfield, 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 2010.

Felt Public Schools is an independent school district with an enrollment of 59 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Felt Public Schools served 15 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Little Axe Public Schools

COUNTY: Cleveland

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Kathryn Crutchfield, 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 2010.

Little Axe Public Schools is an independent school district with an enrollment of 1,237 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Little Axe Public Schools served 244 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 to ensure 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Norman Public Schools

COUNTY: Cleveland

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Kathryn Crutchfield, 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 2010.

Norman Public Schools is an independent school district with an enrollment of 14,027 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Norman Public Schools served 2,154 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Tupelo Public Schools

COUNTY: Coal

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Kathryn Crutchfield, 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 2010.

Tupelo Public Schools is an independent school district with an enrollment of 264 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Tupelo Public Schools served 84 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

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

(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Cache Public Schools

COUNTY: Comanche

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

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

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Cache Public Schools is an independent school district with an enrollment of 1,580 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Cache Public Schools served 258 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Walters Public Schools

COUNTY: Cotton

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

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

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Walters Public Schools is an independent school district with an enrollment of 733 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Walters Public Schools served 88 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Allen-Bowden Public School

COUNTY: Creek

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

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

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Allen-Bowden Public School is an elementary school district with an enrollment of 339 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Allen-Bowden Public School served 57 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Bristow Public Schools

COUNTY: Creek

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

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

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Bristow Public Schools is an independent school district with an enrollment of 1,676 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Bristow Public Schools served 267 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the district's discipline policy which should include the procedures for suspension/expulsion.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Lone Star Public School

COUNTY: Creek

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

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

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Lone Star Public School is an elementary school district with an enrollment of 845 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Lone Star Public School served 63 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Milfay Public School

COUNTY: Creek

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

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

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Milfay Public School is an elementary school district with an enrollment of 60 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Milfay Public School served 17 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Pretty Water Public School

COUNTY: Creek

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

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

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Pretty Water Public School is an elementary school district with an enrollment of 233 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Pretty Water Public School served 30 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Sapulpa Public Schools

COUNTY: Creek

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

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

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Sapulpa Public Schools is an independent school district with an enrollment of 4,266 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Sapulpa Public Schools served 600 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Arapaho-Butler Public Schools

COUNTY: Custer

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

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

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Arapaho-Butler Public Schools is an independent school district with an enrollment of 324 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Arapaho-Butler Public Schools served 48 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator:	An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days. (20 U.S.C. 1416(a)(3)(B))
State Target:	100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))
State Target:	100.00% of children referred by Part C prior to age 3, 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 to ensure 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Jay Public Schools

COUNTY: Delaware

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Jay Public Schools is an independent school district with an enrollment of 1,778 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Jay Public Schools served 389 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the postsecondary goals

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Medford Public Schools

COUNTY: Grant

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Medford Public Schools is an independent school district with an enrollment of 242 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Medford Public Schools served 35 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Hollis Public Schools

COUNTY: Harmon

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Hollis Public Schools is an independent school district with an enrollment of 540 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Hollis Public Schools served 105 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Moss Public Schools

COUNTY: Hughes

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Moss Public Schools is an independent school district with an enrollment of 262 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Moss Public Schools served 42 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Wetumka Public Schools

COUNTY: Hughes

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Wetumka Public Schools is an independent school district with an enrollment of 421 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Wetumka Public Schools served 75 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Wapanucka Public Schools

COUNTY: Johnston

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Wapanucka Public Schools is an independent school district with an enrollment of 237 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Wapanucka Public Schools served 65 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Blackwell Public Schools

COUNTY: Kay

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Blackwell Public Schools is an independent school district with an enrollment of 1,543 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Blackwell Public Schools served 272 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Newkirk Public Schools

COUNTY: Kay

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Newkirk Public Schools is an independent school district with an enrollment of 732 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Newkirk Public Schools served 114 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Arkoma Public Schools

COUNTY: LeFlore

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Arkoma Public Schools is an independent school district with an enrollment of 345 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Arkoma Public Schools served 70 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the postsecondary goals

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Hodgen Public School

COUNTY: LeFlore

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Hodgen Public School is an elementary school district with an enrollment of 304 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Hodgen Public School served 44 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Howe Public Schools

COUNTY: LeFlore

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tammy Lawson, Coordinator
(405) 522-3255

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Howe Public Schools is an independent school district with an enrollment of 487 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Howe Public Schools served 72 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: LeFlore Public Schools

COUNTY: LeFlore

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tammy Lawson, Coordinator
(405) 522-3255

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

LeFlore Public Schools is an independent school district with an enrollment of 209 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, LeFlore Public Schools served 47 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Pocola Public Schools

COUNTY: LeFlore

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tammy Lawson, Coordinator
(405) 522-3255

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Pocola Public Schools is an independent school district with an enrollment of 860 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Pocola Public Schools served 124 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Talihina Public Schools

COUNTY: LeFlore

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tammy Lawson, Coordinator
(405) 522-3255

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Talihina Public Schools is an independent school district with an enrollment of 688 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Talihina Public Schools served 109 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Chandler Public Schools

COUNTY: Lincoln

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tammy Lawson, Coordinator
(405) 522-3255

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Chandler Public Schools is an independent school district with an enrollment of 1,169 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Chandler Public Schools served 178 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))
State Target:	100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs (20 U.S.C. 1416(a)(3)(B))
State Target:	100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
LEA Requirements:	Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the postsecondary goals

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. 20 U.S.C. 1416(a)(3)(B))
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Davenport Public Schools

COUNTY: Lincoln

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tammy Lawson, Coordinator
(405) 522-3255

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Davenport Public Schools is an independent school district with an enrollment of 363 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Davenport Public Schools served 45 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: White Rock Public School

COUNTY: Lincoln

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tammy Lawson, Coordinator
(405) 522-3255

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

White Rock Public School is an elementary school district with an enrollment of 127 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, White Rock Public School served 24 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Coyle Public Schools

COUNTY: Logan

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tammy Lawson, Coordinator
(405) 522-3255

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Coyle Public Schools is an independent school district with an enrollment of 386 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Coyle Public Schools served 69 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Marietta Public Schools

COUNTY: Love

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tammy Lawson, Coordinator
(405) 522-3255

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Marietta Public Schools is an independent school district with an enrollment of 918 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Marietta Public Schools served 97 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Turner Public Schools

COUNTY: Love

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tammy Lawson, Coordinator
(405) 522-3255

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Turner Public Schools is an independent school district with an enrollment of 294 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Turner Public Schools served 88 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Cimarron Public Schools

COUNTY: Major

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Cimarron Public Schools is an independent school district with an enrollment of 273 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Cimarron Public Schools served 51 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Fairview Public Schools

COUNTY: Major

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Fairview Public Schools is an independent school district with an enrollment of 644 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Fairview Public Schools served 106 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator:	An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days. (20 U.S.C. 1416(a)(3)(B))
State Target:	100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))
State Target:	100.00% of children referred by Part C prior to age 3, 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 to ensure 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs (20 U.S.C. 1416(a)(3)(B))
State Target:	100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
LEA Requirements:	Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the postsecondary goals

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. 20 U.S.C. 1416(a)(3)(B))
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Pryor Public Schools

COUNTY: Mayes

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Pryor Public Schools is an independent school district with an enrollment of 2,512 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Pryor Public Schools served 289 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Washington Public Schools

COUNTY: McClain

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Washington Public Schools is an independent school district with an enrollment of 888 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Washington Public Schools served 128 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Broken Bow Public Schools

COUNTY: McCurtain

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Broken Bow Public Schools is an independent school district with an enrollment of 1,785 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Broken Bow Public Schools served 242 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 to ensure 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Glover Public School

COUNTY: McCurtain

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Glover Public School is an elementary school district with an enrollment of 100 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Glover Public School served 19 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Haworth Public Schools

COUNTY: McCurtain

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Haworth Public Schools is an independent school district with an enrollment of 586 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Haworth Public Schools served 79 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Holly Creek Public School

COUNTY: McCurtain

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Holly Creek Public School is an elementary school district with an enrollment of 205 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Holly Creek Public School served 36 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Watson Public School

COUNTY: McCurtain

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Watson Public School is an elementary school district with an enrollment of 51 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Watson Public School served 9 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Stidham Public School

COUNTY: McIntosh

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Stidham Public School is an elementary school district with an enrollment of 85 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Stidham Public School served 20 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Oktaha Public Schools

COUNTY: Muskogee

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Oktaha Public Schools is an independent school district with an enrollment of 693 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Oktaha Public Schools served 123 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Graham Public Schools

COUNTY: Okfuskee

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Graham Public Schools is an independent school district with an enrollment of 197 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Graham Public Schools served 20 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Choctaw-Nicoma Park Public Schools

COUNTY: Oklahoma

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Choctaw-Nicoma Park Public Schools is an independent school district with an enrollment of 4,874 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Choctaw-Nicoma Park Public Schools served 662 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Crooked Oak Public Schools

COUNTY: Oklahoma

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Crooked Oak Public Schools is an independent school district with an enrollment of 1,066 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Crooked Oak Public Schools served 161 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Luther Public Schools

COUNTY: Oklahoma

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Luther Public Schools is an independent school district with an enrollment of 824 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Luther Public Schools served 118 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))
State Target:	100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs (20 U.S.C. 1416(a)(3)(B))
State Target:	100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
LEA Requirements:	Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the postsecondary goals

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. 20 U.S.C. 1416(a)(3)(B))
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Anderson Public School

COUNTY: Osage

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Anderson Public School is an elementary school district with an enrollment of 300 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Anderson Public School served 41 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Bowring Public School

COUNTY: Osage

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Bowring Public School is an elementary school district with an enrollment of 76 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Bowring Public School served 18 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

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

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

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

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Osage Hills Public School

COUNTY: Osage

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Osage Hills Public School is an elementary school district with an enrollment of 194 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Osage Hills Public School served 32 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

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

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

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

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

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

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

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

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

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

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

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Shidler Public Schools

COUNTY: Osage

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Shidler Public Schools is an independent school district with an enrollment of 218 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Shidler Public Schools served 50 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Miami Public Schools

COUNTY: Ottawa

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Miami Public Schools is an independent school district with an enrollment of 2,584 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Miami Public Schools served 275 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Cleveland Public Schools

COUNTY: Pawnee

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Cleveland Public Schools is an independent school district with an enrollment of 1,750 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Cleveland Public Schools served 298 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Ripley Public Schools

COUNTY: Payne

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Ripley Public Schools is an independent school district with an enrollment of 462 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Ripley Public Schools served 81 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Crowder Public Schools

COUNTY: Pittsburg

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Crowder Public Schools is an independent school district with an enrollment of 460 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Crowder Public Schools served 79 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Haileyville Public Schools

COUNTY: Pittsburg

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Haileyville Public Schools is an independent school district with an enrollment of 463 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Haileyville Public Schools served 90 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Quinton Public Schools

COUNTY: Pittsburg

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Quinton Public Schools is an independent school district with an enrollment of 534 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Quinton Public Schools served 139 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Savanna Public Schools

COUNTY: Pittsburg

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Savanna Public Schools is an independent school district with an enrollment of 384 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Savanna Public Schools served 65 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the postsecondary goals

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Ada Public Schools

COUNTY: Pontotoc

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Ada Public Schools is an independent school district with an enrollment of 2,627 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Ada Public Schools served 415 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Byng Public Schools

COUNTY: Pontotoc

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Byng Public Schools is an independent school district with an enrollment of 1,739 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Byng Public Schools served 352 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the postsecondary goals

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Roff Public Schools

COUNTY: Pontotoc

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Roff Public Schools is an independent school district with an enrollment of 307 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Roff Public Schools served 48 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Pleasant Grove Public School

COUNTY: Pottawatomie

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: 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 2010.

Pleasant Grove Public School is an elementary school district with an enrollment of 237 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Pleasant Grove Public School served 24 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: South Rock Creek Public School

COUNTY: Pottawatomie

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Kimberly King, Coordinator
(405) 522-4365

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

South Rock Creek Public School is an elementary school district with an enrollment of 314 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, South Rock Creek Public School served 29 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Cheyenne Public Schools

COUNTY: Roger Mills

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Kimberly King, Coordinator
(405) 522-4365

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Cheyenne Public Schools is an independent school district with an enrollment of 297 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Cheyenne Public Schools served 36 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Leedey Public Schools

COUNTY: Roger Mills

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Kimberly King, Coordinator
(405) 522-4365

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Leedey Public Schools is an independent school district with an enrollment of 183 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Leedey Public Schools served 23 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Chelsea Public Schools

COUNTY: Rogers

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Kimberly King, Coordinator
(405) 522-4365

I. Introduction:

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2010.

Chelsea Public Schools is an independent school district with an enrollment of 960 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Chelsea Public Schools served 186 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.). (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))
State Target:	11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)
LEA Requirements:	There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements. (20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator:	An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. 20 U.S.C. 1416(a)(3)(B))
State Target:	Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.
LEA Requirements:	Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Claremore Public Schools

COUNTY: Rogers

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Melinda Mitchner, 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 2010.

Claremore Public Schools is an independent school district with an enrollment of 4,127 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Claremore Public Schools served 753 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 to ensure 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Verdigris Public Schools

COUNTY: Rogers

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Melinda Mitchner, 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 2010.

Verdigris Public Schools is an independent school district with an enrollment of 1,240 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Verdigris Public Schools served 219 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Butner Public Schools

COUNTY: Seminole

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Melinda Mitchner, 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 2010.

Butner Public Schools is an independent school district with an enrollment of 223 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Butner Public Schools served 48 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Konawa Public Schools

COUNTY: Seminole

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Melinda Mitchner, 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 2010.

Konawa Public Schools is an independent school district with an enrollment of 715 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Konawa Public Schools served 95 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Varnum Public Schools

COUNTY: Seminole

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tina Crow, 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 2010.

Varnum Public Schools is an independent school district with an enrollment of 293 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Varnum Public Schools served 45 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Yarbrough Public Schools

COUNTY: Texas

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tina Crow, 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 2010.

Yarbrough Public Schools is an independent school district with an enrollment of 70 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Yarbrough Public Schools served 11 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Sand Springs Public Schools

COUNTY: Tulsa

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tina Crow, 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 2010.

Sand Springs Public Schools is an independent school district with an enrollment of 5,431 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Sand Springs Public Schools served 731 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Tulsa Public Schools

COUNTY: Tulsa

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tina Crow, 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 2010.

Tulsa Public Schools is an independent school district with an enrollment of 41,195 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Tulsa Public Schools served 6,014 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator:	An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))
State Target:	67.80% of youth with IEPs will graduate from high school 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. (20 U.S.C. 1416 (a)(3)(A))
State Target:	<5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))
State Target:	95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the district's discipline policy which should include the procedures for suspension/expulsion.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonable enable the child to meet the postsecondary goals

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SANDY GARRETT,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS
CORRECTED COPY

SCHOOL DISTRICT/AGENCY: Wagoner Public Schools

COUNTY: Wagoner

YEAR OF REVIEW: SY2008-2009

DATE OF REPORT: March 26, 2010

REVIEWER: Tina Crow, 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 2010.

Wagoner Public Schools is an independent school district with an enrollment of 2,422 students as of Wednesday, October 1, 2008. As of Wednesday, October 1, 2008, Wagoner Public Schools served 458 children with disabilities, aged three through 21.

II. Overview of Process:

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2008-2009, 96 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

III. Monitoring Priority Indicators

Indicator 1: Graduation Rates

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school 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.
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.57% 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 rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 60.93% of children with IEPs will be proficient in math; AND 62.13% 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 and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in 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.).
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

Indicator 5: School Age Least Restrictive Environment (LRE)

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c)In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <10.04% 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 children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 7: Preschool Outcomes

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

Indicator 8: Parent Involvement

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

State Target: 88.50% 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.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 10: Disproportionality – Eligibility Category

Indicator: An LEA's compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined "disproportionate representation" as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because "inappropriate identification" can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

Indicator 11: Child Find

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 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 prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, 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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

Indicator 14: Post-School Outcomes

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected 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.

March 31, 2010