

## **Part B Annual Performance Report (APR) for FFY 2011 (2011-2012)**

### **Overview of the Annual Performance Report (APR) Development:**

The Oklahoma State Department of Education (OSDE), Special Education Services (SES), has made significant changes in the past two years, since the election of a new State Superintendent of Public Instruction, Dr. Janet Barresi. Superintendent Barresi is working to improve educational outcomes for every child in the State. It is the goal of the OSDE that every child is college, career, and citizen ready (C-3). To accomplish this goal, the OSDE-SES has adopted seven delivery goals that will ensure that all children in Oklahoma are C-3 ready. The goals are:

1. Each student will enter kindergarten ready to learn and succeed.
2. Each student will have effective teachers and leaders.
3. Each student will graduate high school ready for college, career, and citizenship.
4. Each student will enter fourth grade with the ability to read and perform mathematics on grade level.
5. Each student will enter sixth grade ready to apply fundamental skills and succeed in secondary school.
6. Each student will enter high school ready to learn and succeed in advanced coursework.
7. Each student will be prepared to learn and succeed in science, technology, engineering and math (STEM), career fields and educators will be prepared to ensure the success of students in STEM fields.

In addition to agency-wide changes, the SES has also been reorganized to focus on student results. The SES is now organized into three sections; 1) Assessment and Instruction, 2) Compliance, Data and Finance, and 3) Early Intervention and Preschool. This arrangement has put a new emphasis on positive results for students with disabilities. The SES is working to improve relationships with school districts and to be viewed as partners in improving educational results for children with special needs.

The OSDE-SES developed the Annual Performance Report (APR) in accordance with the detailed procedures prescribed by the Secretary of the United States Department of Education (USDE). The OSDE-SES incorporated input from the Individuals with Disabilities Education Act (IDEA) Part B Advisory Panel and various other stakeholder groups mentioned below. In addition, the following groups supported the development of, and will participate in the improvement activities, timelines, and resources associated with the APR:

- Cooperative Council for Oklahoma School Administration (CCOSA);
- Early Childhood Outcomes Center(ECO);
- National Association of State Directors of Special Education (NASDSE);
- National Early Childhood Technical Assistance Center (NECTAC);
- National Post-School Outcomes (NPSO) Center;
- NIMAS Advisory Council;

- Oklahoma Assistive Technology Center (OATC);
- Oklahoma Directors of Special Services (ODSS);
- Oklahoma Parent Center;
- Oklahoma State Department of Education, Office of Accountability and Assessment;
- Oklahoma Transition Council (OTI);
- Southeast Regional Resource Center (SERRC); and
- Special Education Resolution Center (SERC)

The OSDE-SES will make available and report statewide data to the public, regarding progress and/or slippage in meeting the measurable and rigorous targets identified in the State Performance Plan (SPP) and Annual Performance Report (APR). In addition, the State will report disaggregated data based on the performance of each local education agency (LEA) regarding the targets in the SPP. The OSDE-SES will deliver the APR to all LEA superintendents and special education directors, the IDEA Part B Advisory Panel, and the SPP/APR Stakeholder Group. The SPP, APR and public reporting will be posted on the OSDE-SES Web site, <<http://www.ok.gov/sde>> for public viewing and will be shared at open public meetings such as the State Superintendent's Vision 2020 Conference and IDEA Part B Advisory Panel Meeting.

Input from the IDEA Part B Advisory Panel, a broad group of stakeholders, and other interested parties was used for each of the twenty indicators in the APR. These groups continue to serve as the resources used for improvement activities for each of the twenty indicators. Each of the twenty indicators will be reported to the public through electronic delivery, the OSDE-SES Web site, and open public meetings.

## Part B State Annual Performance Report (APR) for FFY 2011

### Monitoring Priority: FAPE in the LRE

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a) (3) (A))

**Measurement:** States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Beginning with students entering the ninth grade in the 2006-2007 School Year, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall either complete the requirements for the college preparatory or the work ready curriculum.

The Achieving Classroom Excellence (ACE) law states that: *Beginning with students entering the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma: Algebra I; English II; and Two of the following five: Algebra II, Biology I, English III, Geometry, and United States History.* All Oklahoma graduates must show proficiency in four of seven subject areas by scoring satisfactory or advanced to graduate High School. There are also alternate tests for each subject area as well as approved projects that can be done independently and graded to show proficiency. In addition to these options, there are accommodations and certain exceptions for English Language Learners (ELL) and students who have an Individualized Education Program (IEP).

FFY	Measurable & Rigorous Target	Actual Target Data
2011	82.40%	84.50%

#### Actual Target Data for FFY 2011:

In FFY 2011, 84.90% (5,109 of 6,046) of youth on an Individualized Education Program (IEP) graduated with a regular diploma.

#### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

The FFY 2011 data of 84.90% displays slight slippage from FFY 2010 data of 84.95%; however the measurable and rigorous target of 82.40% was exceeded by 2.10%. All data reported used the ESEA data collection and targets.

The SDE provided regional professional development in an effort to provide guidance to LEAs on best practices for gathering and reporting data. Trainings were also provided to assist LEAs in delivering appropriate secondary transition programs, co-teaching practices, as well as, inclusion guidance for general educators and special educators.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

*Please see improvement activities at the end of the document.*

**Monitoring Priority: FAPE in the LRE**

**Indicator 2: Percent of youth with IEPs dropping out of high school.**  
(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

Oklahoma's definition of a dropout is a student who enrolled at the beginning of the current school year; has not graduated from high school or completed a State or district-approved educational program; and does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or State or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

FFY	Measurable and Rigorous Target
2011	<4.43% of youth with IEPs will be reported as dropouts

**Actual Target Data for FFY 2011:**

In FFY 2011, **20.70%** (1,183 of 5,713) of youth on IEPs in grades 9 through 12 dropped out of school based on the above definition.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

The FFY 2011 data of **20.70%** represents slippage from the target. OSDE did not meet its FFY 2011 target of <4.43%. In FFY 2008, the OSDE-SES reviewed the targets that were set and reported these targets in the Consolidated State Application Workbook for ESEA. Since Oklahoma's dropout rate for ESEA is 0%, Oklahoma has determined, based on broad stakeholder input and analysis of the data utilizing the new calculation, that the dropout rate targets will remain unchanged from the previously identified targets in the SPP.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

*Please see improvement activities at the end of the document.*

**Monitoring Priority: FAPE in the LRE**

**Indicator 3: Participation and performance of children with IEPs on statewide assessments:**

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.**
- B. Participation rate for children with IEPs.**
- C. Proficiency rate for children with IEPs against grade level modified and alternate academic achievement standards. (20 U.S.C. 1416 (a) (3) (A))**

**Measurement:**

- A. AYP percent = [(# of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size)] times 100.
- B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- C. Proficiency rate percent = ([# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

<b>FFY 2011 Measurable and Rigorous Target</b>		
<b>Indicator</b>	<b>Reading</b>	<b>Math</b>
<b>A. AYP</b>	63.00%	59.00%
<b>B. Participation Rate</b>	95.00%	95.00%
<b>C. Proficiency Rate</b>	70.67%	71.60%
<b>FFY 2011 Actual Target Data</b>		
<b>Indicator</b>	<b>Reading</b>	<b>Math</b>
<b>A. AYP</b>	<del>47.11</del> <b>52.89%</b>	<del>45.18</del> <b>54.82%</b>

<b>B. Participation Rate</b>	<b>99.14%</b>	<b>99.12%</b>
<b>C. Proficiency Rate</b>	<del>57.90%</del> <b>56.91%</b>	<del>58.39%</del> <b>57.35%</b>

**Actual Target Data for FFY 2011:**

- A. In FFY 2011, ~~47.11~~ **52.89**% of districts (192 of 363) met AYP for reading, and ~~45.18~~ **54.82**% of districts (199 of 363) met AYP for math.
- B. In FFY 2011, 99.14% of children with IEPs (69,998 of 70,605) participated in assessment of reading, and 99.12% of children with IEPs (69,961 of 70,593.) participated in assessment of math.
- C. In FFY 2011, ~~57.90~~ **56.91**% of children with IEPs (40,179 of ~~69,391~~ **70,605**) were proficient in reading, and ~~58.39~~ **57.35**% of children with IEPs (40,487 of ~~69,339~~ **70,605**) were proficient in math.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

The OSDE-SES slipped in the area of the number of districts meeting AYP for both reading and math. A waiver was requested and granted to assist the OSDE in this area. In the area of children with IEPs that participated in assessment of reading and math, the OSDE increased from FFY 2010 by .42 % for reading and for math increased .40%. We have also exceeded our target of 95% for reading and math by 4.14% in reading and 4.12% for math. For children with IEPs that were proficient in reading and math, the OSDE increased from FFY 2010 by ~~11.58~~ **10.59**% in reading and ~~8.76~~ **7.72**% in math. Although growth was made, the OSDE did not meet the target.

The OSDE provided regional professional development in an effort to provide guidance to LEAs in selecting appropriate assessments and accommodations as well as providing guidance on the portfolio development. These trainings were provided throughout the state as well as during the First Year Teacher Academy. The SDE also provided training through the Payne Education Center to assist educators on reading instruction. **Oklahoma publishes its assessment results in the Special Education section of the department’s web site: <http://ok.gov/sde/assessment>. Assessment results for the state, which includes Special Education, can be found at <http://ok.gov/sde/assessment-administrator-resources-administrators>.**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

*Please see improvement activities at the end of the document.*

**Monitoring Priority: FAPE in the LRE**

**Indicator 4A: Rates of suspension and expulsion: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. (20 U.S.C. 1416(a) (3) (A); 1412(a)(22))**

**Measurement:**

Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

**Overview of Issue/Description of System or Process:**

The OSDE-SES, with stakeholder input from our IDEA Part B advisory group, has defined "significant discrepancy" as a risk ratio of suspension or expulsion of 2.5 or greater for students with disabilities compared to students in the general education classroom within a district/LEA. OSDE has chosen the following comparison method (one of the methods recommended by the OSEP):

The rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA (34 CFR §300.170(a)).

To be included in the analysis, a race/ethnic group must have at least 10 students with disabilities in the LEA. Any findings of significant discrepancies will generate an analysis of policies, procedures, and practices. LEAs will be required to conduct this review (consistent with CFR § 300.170(b)). If appropriate, the LEAs will revise policies, practices, and procedures relating to each of the following topics: development and implementation of IEPs; the use of positive behavioral interventions and supports; and procedural safeguards to comply with the requirements of the IDEA. In reporting any findings of noncompliance, the corrections must be consistent with OSEP Memorandum 09-02 dated October 17, 2008.

**Definition of Significant Discrepancy and Identification of Comparison Methodology:**

"Significant discrepancy" is defined as a risk ratio of suspension or expulsion of 2.5 or greater for students with disabilities compared to students in the general education classroom within a district/LEA. OSDE has chosen P: the following comparison method (which is one of the methods recommended by the OSEP):

The rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA (34 CFR §300.170(a)).

The analysis examines the rate ratio of who are suspended or expelled and compares it to the state level for children with disabilities. If the rate ratio is 2.5 or greater, then the district is identified as having a significant discrepancy and is required to review its procedures and supporting documents.

Oklahoma has identified a minimum n size of 10 children for each LEA. Nine districts did not meet the minimum n size. **These districts were included in the denominator.** Also, the data source is *Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days)* for the school year 2010-2011 which was due, November 1, 2011.

**Actual Target Data for FFY 2011 (using 2010-2011 data)**

FFY	Measurable and Rigorous Target
<i>FFY 2011 (using 2010-2011 data)</i>	Not more than 8.19% 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.

*For this indicator, report data for the year before the reporting year (use 2010-2011 data).*

FFY 2011: 6.80% of LEAs have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year

This result of 6.80% **(34 out of 544 districts)** is a **decrease** from the data in FFY 2010 (10.30% 54 of 522). It should be noted that the denominator is larger this year since charter schools are now considered separately from their districts in the state of Oklahoma. Their data is collected and reported separately.

**Districts with Significant Discrepancy in Rates for Suspension and Expulsion**

Year	Total Number of Districts*	Number of Districts that have Significant Discrepancies	Percent
<b>FFY 2011</b>	544	37	6.80%

(using 2010-2011 data)			
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**Review of Policies, Procedures, and Practices** (completed in FFY 2011 using 2010-2011 data):  
 If any Districts are identified with significant discrepancies:

Districts are notified of any discrepancies when they receive their annual *District Data Profile*. Those with findings of significant discrepancies are required to review policies and procedures with attention to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. A review of policies, procedures and practices occurs during all general supervision and monitoring activities. **As a result of reviewing the 37 districts, no findings of noncompliance were found.**

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2011:**

OSDE SES met its target of fewer than 8.19% of districts with significant discrepancy and no findings (0%) of inappropriate policies, procedures or practices that would cause such findings.

**Correction of FFY 2010 Findings of Noncompliance** Do not report on the correction of noncompliance unless the State identified noncompliance as a result of the review required by 34 CFR §300.170(b).

<b>Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):</b>	
1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011) using 2009-2010 data	<b>0</b>
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	<b>0</b>
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>
<b>Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):</b>	

1. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	<b>0</b>
2. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	<b>0</b>
3. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):**

*Please see improvement activities at the end of the document.*

**Indicator 4B: Rates of suspension and expulsion: Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.**  
**(20 U.S.C. 1416(a) (3) (A); 1412(a) (22))**

**Measurement:**

Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

**Overview of Issue/Description of System or Process:**

The OSDE-SES, with stakeholder input from our IDEA Part B advisory group, has determined that LEAs in which there is a significant discrepancy in the rates of suspensions/expulsions of children with disabilities (by race/ethnicity) that is the result of inappropriate policies, procedures, and/or practices will be required to review (consistent with CFR § 300.170(b)) and if appropriate, require the affected LEAs to revise policies, practices, and procedures relating to each of the following topics: development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards to comply with the requirements of the Individuals with Disabilities Education Act (IDEA). In reporting any findings of noncompliance, the corrections must be consistent with OSEP Memorandum 09-02 dated October 17, 2008.

The State has chosen a comparison methodology to determine whether significant discrepancies, by race or ethnicity, are occurring (34 CFR §300.170(a)):

Compare the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs among LEAs in the State.

**Definition of Significant Discrepancy and Methodology**

For Indicator 4B, OSDE has defined “significant discrepancy” as a suspension or expulsion rate ratio of 4.0 or greater for students with disabilities from one or more racial/ethnic group within a district compared to the state-level rate for all children with disabilities. This definition is based on B4B Example #1a in Exhibit 10. Summary of Methods for Identifying Significant Discrepancy for B4B, page 45, in the March 16, 2012 release of *Measuring Significant Discrepancy: An Indicator B4 Technical Assistance Guide*. (34 CFR §300.170(a)):

Compare the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs among LEAs in the State.

The first step in identifying significant discrepancies was to ~~the analysis~~ examine the rate ratio of each race/ethnicity group in the district who are suspended or expelled and compares it to the state-level rate for children with disabilities. If the rate ratio is 4.0 or greater, then the district is identified as having a significant discrepancy and has to review its policies, procedures and practices and supporting documents.

To be included in the analysis, a race/ethnic group has to have at least 15 students with disabilities in the group/cell. All 544 districts had at least one race/ethnic group of students with disabilities and a minimum cell size of less than 15. Yet, all 544 districts had more than two racial/ethnic groups to complete the analysis (that is, no districts were excluded from this calculation). Also, the data source is *Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days)* for the school year 2010-2011 which was due, November 1, 2011. Finally, all seven race and ethnicity categories are used for all analyses.

**Actual Target Data for FFY 2011 (using 2010-2011 data)**

FFY	Measurable and Rigorous Target
<p><b>FFY 2011</b> <b>(using 2010-2011 data)</b></p>	<p>0% of districts had (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not</p>

	comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
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The second step in identifying a finding of noncompliance is to review the districts with any results of a significant discrepancy. In FFY 2011, 11.58% (63 of 544) LEAs in Oklahoma during 2010-2011 had a significant discrepancy for at least one race or ethnicity group in the district in the rates of suspensions and expulsions of greater than 10 days in a school year. However, in FFY 2011 after reviewing district documents, there were no findings of LEA noncompliance related to policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

**4B (a) Districts with Significant Discrepancy, by Race or Ethnicity\*, in Rates of Suspension and Expulsion:**

*(Actual Target Data for FFY 2011) 0% of districts had (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.*

Year	Total Number of Districts**	Number of Districts that have Significant Discrepancies by Race or Ethnicity	Percent**
FFY 2011(using 2010-2011 data)	544	63	11.58%

This result of 11.58% is an increase from the data in FFY 2010 (7.28% and 38 of 522 districts).

*It should be noted that the denominator is larger this year since charter schools are now considered separate from their districts for reported and collected data. Another consideration is that districts are coding race/ethnicity with the seven categories with more frequency than previous years when the multiracial category was rarely used.*

**4B (b) Districts with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.**

Year	Total Number of Districts*	Number of Districts that have Significant Discrepancies, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent**
FFY 2011 (using 2010-2011 data)	544	0	0%

**Review of Policies, Procedures, and Practices** (completed in FFY 2011 using 2010-2011 data):  
*If any districts are identified with significant discrepancies:*

Districts are notified of any discrepancies when they receive their annual *District Data Profile*. Those with findings of significant discrepancies are required to review policies and procedure with attention to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. A review of policies, procedures and practices occurs during all general supervision and monitoring activities.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2011:**

Although there was an increase of districts with a finding of significant discrepancy (11.58% from 7.72%), no districts (0%) were found to have inappropriate procedures that would impact this finding.

**Correction of FFY 2010 Findings of Noncompliance** *Do not report on the correction of noncompliance unless the State identified noncompliance as a result of the review required by 34 CFR §300.170(b).*

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011) using 2009-2010 data	0
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2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	<b>0</b>
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

**Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

1. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	<b>0</b>
2. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	<b>0</b>
3. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

**Additional Information required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State’s Response
<p>The State did not report that it conducted (or required the identified districts to conduct) the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with IDEA, as required in 34 CFR §300.170(b). The failure to conduct the review required in 34 CFR §300.170(b) is noncompliance.</p> <p>In the FFY 2011 APR, the State must report correction of this noncompliance by describing the review, and if appropriate, revision of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these</p>	<p>As stated above in <b>Review of Policies, Procedures, and Practices:</b> districts are notified of any discrepancies when they receive their annual <i>District Data Profile</i>. Those with findings of significant discrepancies are required to review policies, procedures and practices to insure that these comply with the IDEA as required in 34 CFR 300.170 (b) with attention to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. A review of policies and procedures occurs during all general supervision and monitoring activities.</p> <p>During June 2012, the OSDE was given the opportunity by OSEP to resubmit the</p>

<p>policies, procedures, and practices comply with the IDEA, for districts identified with significant discrepancies based on FFY 2009 discipline data, as required in 34 CFR §300.170(b)</p> <p>Further, in the FFY 2011 APR, the State must provide the required data for FFY 2010 (using 2009-2010 data) and FFY 2011 (using 2010-2011 data) for this indicator.</p>	<p>corrected method for analysis. This involved using the technical manual published March 16, 2012, <i>Measuring Significant Discrepancy: An Indicator B4 Technical Assistance Guide</i>.</p> <p>Specifically, the OSDE used the definition found in B4B Example #1a in Exhibit 10. Summary of Methods for Identifying Significant Discrepancy for B4B, page 45. This method compares the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs among LEAs in the state.</p>
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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):**

*Please see improvement activities at the end of the document.*

**Monitoring Priority: FAPE in the LRE**

**Indicator 5** 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))

**Measurement**

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

**Actual Target Data for FFY 2011:**

The data collection for these data was October 1, 2011. Oklahoma used the 618 data for reporting the data for this indicator.

- A. In FFY 2011, 62.52% of students with disabilities (56,571 of 90,480) will be inside the Regular Class at least 80% of the day.
- B. In FFY 2011, 10.04% of students with disabilities (8,918 of 90,480) will be inside the Regular Class less than 40% of the day.
- C. In FFY 2011, 1.36% of students with disabilities (1229 of 90,480) will be in Separate Schools/Facilities.

FFY	Measurable and Rigorous Target
FFY 2011	<ul style="list-style-type: none"> <li>A. 51.04% of students with disabilities will be inside the Regular Class at least 80% of the day.</li> <li>B. 9.84% of students with disabilities will be inside the Regular Class 40-79% of the day.</li> <li>C. 1.85% of students with disabilities will be in Separate Schools/Facilities.</li> </ul>

**Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target that occurred for (FFY 2011):**

The ODSE, in the area of Least Restrictive Environment for Targets A & C, has achieved the goals for FFY 2011. There was an error in last year's reporting for target B (less than 40% of the day). Target B has shown an increase in services due to the decline of students receiving residential/homebound/separate school placement. Overall, the goals are being achieved in that children with disabilities are being removed from the most restrictive setting into a lesser restrictive setting within the school based setting. OSDE-SDE continues to implement improvement activities where all children will reap the benefits of LRE.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *FFY 2012*:**

*Please see improvement activities at the end of the document.*

**Monitoring Priority: FAPE in the LRE**

**Indicator 6: 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))**

**Measurement**

- A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
- B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

**Actual Target Data for FFY 2011: Oklahoma only reports on children that are 3 through 5 years old by December 1 and uses the state's 618 data collection to report results.**

- A. In FFY 2011, 39.29% of preschoolers with disabilities (3,332 of 8,480) received the majority of their special education and related services in a regular early childhood program.
- B. In FFY 2011, 18.60% of preschoolers with disabilities (1,578 of 8,480) received the majority of their special education and related services in a separate special education class, separate school, or residential facility.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>FFY 2011</b>	FFY 2011 is baseline data new targets can be found in the revised SPP 2013.

The OSDE-SES presented the FFY 2011 results to the IDEA B Advisory Panel. Discussions lead to the establishment of targets for FFY 2012 and subsequent years. The IDEA B Advisory Panel meets at least quarterly to review activities and data and provides input for improving Special Education services to children in the State.

**Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target that occurred for (FFY 2012):**

This is baseline data therefore no discussion is required.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *FFY 2012*:**

*Please see improvement activities at the end of the document.*

**Monitoring Priority: FAPE in the LRE**

**Indicator 7:** 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 early language/communication and early literacy); and
  - C. Use of appropriate behaviors to meet their needs.
- (20 U.S.C. 1416 (a) (3) (A))

**Measurement:**

**Outcomes:**

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

**Progress categories for A, B and C:**

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

**Summary Statements for Each of the Three Outcomes:**

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:** Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

**Actual Data for Preschool Children Exiting 2010-2011**

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	55	1.0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	338	6.2%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	1776	32.7%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	2,282	42.1%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	975	18.0%

<b>Total</b>	<b>5,426</b>	<b>100%</b>
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<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	61	1.1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	388	7.2%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	1,769	32.6%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	2262	41.7%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	946	17.4 %
<b>Total</b>	<b>5,426</b>	<b>100%</b>
<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	51	0.9%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	232	4.3%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	1,080	19.9%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	2,464	45.4%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1,599	29.5%

<b>Total</b>	<b>5,426</b>	<b>100%</b>
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<b>Summary Statements</b>	<b>FFY2011 (% of children)</b>
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>	
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	91.2%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	60.0%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>	
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	90.0%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	59.1%
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>	
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	92.6%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the	74.9%

program	
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**Discussion of Data FFY 2011:**

In FFY 2011 Oklahoma met all targets related to ECO summary statements:

Summary Statements	FFY 2011 (% of children)	Targets FFY 2011 (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	91.2%	90.0%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	60.0%	58.0%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>		
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	90.0%	89.0%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	59.1%	57.0%
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>		
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	92.6%	91.0%
2. The percent of children who were functioning within age expectations in Outcome C by the time they	74.9%	71.0%

exited the program		
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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:**

*Please see improvement activities at the end of the document*

**Monitoring Priority: FAPE in the LRE**

**Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.**

**Measurement:** Percent= [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2011 (2011-2012)	84.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**Actual Target Data for FFY 2011:**

In FFY 2011, 93.40% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

In FFY 2011, 93.40% of parents with a child receiving special education services (8,675 of 9,288) reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. This data represents progress from OSDE's FFY 2010 data of 93.34%. The OSDE met its FFY 2011 target of 84.00%.

The OSDE-SES' response rate for FFY 2011 was 9.39 of surveys distributed to parents returned and included in the analysis (9,288 of 98,960). This is a decrease from the FFY 2010 response rate of 11.83%.

Although the responders were from all disability categories and racial/ethnic groups, they were not representative of the State's population. With assistance from stakeholders, the State has developed additional outreach as described in our Improvement Activities in order to try to increase representation.

<b>Disability Category</b>	<b>Population</b>	<b>Response Group</b>
Autism	3.60%	6.34%
Deaf-Blindness	0.01%	0.32%
Developmental Delay	16.20%	14.11%
Serious Emotional Disturbance	4.83%	3.54%
Hearing Impairment Including Deafness	1.11%	1.11%
Intellectually Disabled	5.53%	4.03%
Multiple Disabilities	1.55%	5.93%
Orthopedic Impairments	0.40%	0.72%
Other Health Impairments	12.99%	8.14%
Specific Learning Disability	40.49	27.95%
Speech or Language Impairment	12.51%	19.13%
Traumatic Brain Injury	0.25%	0.65%
Visual Impairment	0.52%	1%
Did Not Report Disability Category	NA	5.94%

<b>Racial/Ethnic Group</b>	<b>Population</b>	<b>Response Group</b>
African American	11.78%	8.74%
Native American	16.71%	18.77%
Hispanic	10.17%	6.18%
White or Other	57.00%	62.63%

Asian/Pacific Islander	.97%	1.26%
Multiracial	3.39%	0.26%
Did Not Report	NA	2.12%

**Monitoring Priority: Disproportionality**

**Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.**  
 (20 U.S.C. 1416(a)(3)(C))

**Measurement:**  
 Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

**Definition of “Disproportionate Representation” and Methodology**

The OSDE-SES has defined “disproportionate representation” as a risk ratio of 2.5 or greater (overrepresentation). When disproportionate representation is determined for a district, the OSDE-SES will determine if the disproportionate identification is the result of inappropriate identification. Data for each district and charter school was analyzed for all racial and ethnic groups. Four districts did not meet the minimum Child Count “n” size of 10 in the district, but they were still included in the analysis.

**Step One: Calculating Disproportionate Representation**

As recommended by the Data Accountability Center (DAC), OSDE-SES used a risk ratio (RR) to identify districts with 2.5 or greater risk of disproportionate representation for each of the seven racial/ethnic categories. The data source for Oklahoma’s analysis was *Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA)* for all children with disabilities aged 6 through 21 served under the IDEA. All seven race and ethnicity categories were used.

**Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification**

Districts are notified of any discrepancies when they receive their annual *District Data Profile*. Those with findings of significant discrepancies are required to review policies, procedures, and practices with attention to the development and implementation of IEPs,

the use of positive behavioral interventions and supports, and procedural safeguards. And, a review of policies, procedures, and practices occurs during all general supervision and monitoring activities.

**Actual Target Data for FFY 2011:**

FFY	Measurable and Rigorous Target
FFY 2011	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.

**FFY 2011 Results:** 0% of LEAs had disproportionate representation that is the result of inappropriate identification.

**Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification**

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2011 (2011-2012)	541	98	0	0%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

In FFY 2011, risk ratios indicated that 98 of 541 (18.11%) 541 districts had disproportionate representation for race/ethnicity. This is a decrease from the FFY 2010 finding of 29.60% with risk ratios of 2.5 or greater. Oklahoma continues to work with LEAs to address disproportionate representation and to maintain meeting this target.

**Correction of FFY 2010 Findings of Noncompliance (if State did not report 0%):**

Level of compliance (actual target data) State reported for FFY 2010 for this indicator:  
*100% (none of the districts, 0%, had findings of Disproportionate Representation.*

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011).	0
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding).	0
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)].	<b>0</b>

<b>Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):</b>	
1. Number of FFY 2010 findings not timely corrected (same as the number from (3) above).	<b>0</b>
2. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”).	<b>0</b>
3. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):**

*Please see improvement activities at the end of the document.*

## Monitoring Priority: Disproportionality

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.  
(20 U.S.C. 1416(a)(3)(C))

### Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

### Definition of “Disproportionate Representation” and Methodology

The OSDE-SES has defined “disproportionate representation” as a risk ratio of 2.5 or greater (overrepresentation). When disproportionate representation is determined for a district, the OSDE-SES will determine if the disproportionate identification is the result of inappropriate identification. Data for each district and charter school was analyzed for all racial and ethnic groups. In addition, the following six disability categories were used: intellectual disability, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism. Four districts did not meet the minimum Child Count “n” size of 10 in the district.

### Step One: Calculating Disproportionate Representation

As recommended by the Data Accountability Center (DAC), OSDE-SES used a risk ratio (RR) to identify districts with 2.5 or greater risk of disproportionate representation for each of the seven racial/ethnic categories and six disability categories. The data source for Oklahoma’s analysis was *Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA)* for all children with disabilities aged 6 through 21 served under IDEA. All seven race and ethnicity categories were used.

### Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification

Districts are notified of any discrepancies when they receive their annual *District Data Profile*. Those with findings of significant discrepancies are required to review policies, procedures and practices with attention to the development and implementation of IEPs, the use of positive behavioral interventions and supports,

and procedural safeguards. A review of policies and procedures occurs during all general supervision and monitoring activities.

**Actual Target Data for FFY 2011:**

FFY	Measurable and Rigorous Target
FFY 2011	0%

**FFY 2011 Results:** 0% of LEAs had disproportionate representation that is the result of inappropriate identification for race/ethnicity in specific disability categories

**Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification**

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification	Percent of Districts
<b>FFY 2011 (2011-2012)</b>	541	360	0	0%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

In FFY 2011, risk ratios indicated that 360 of 541 districts (66.54%) had disproportionate representation for race/ethnicity in specific disability categories. This is a decrease from the FFY 2010 finding of 67.60 with risk ratios of 2.5 or greater. Oklahoma continues work with LEAs to address issues that lead to disproportionate representation, as well as, to maintain meeting this target.

**Correction of FFY 2010 Findings of Noncompliance (if State reported more than 0% compliance):**

Level of compliance (actual target data) State reported for FFY 2010 for this indicator:  
*100% (none of the districts, 0%, had findings of Disproportionate Representation.*

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011).	0
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding).	0
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)].	0

**Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

1. Number of FFY 2010 findings not timely corrected (same as the number from (3) above).	0
2. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”).	0
3. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):**

*Please see improvement activities at the end of the document.*

**Monitoring Priority: Effective General Supervision Part B / Child Find**

**Indicator 11:** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.  
(20 U.S.C. 1416(a) (3) (B))

**Measurement:**

- a. # Children for whom parental consent to evaluate was received.
- b. # Children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a. but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
FFY 2011	100%

**Actual Target Data for FFY 2011:**

96.65% of initial evaluations (17,906 of 18,526) were completed and eligibility determined within 60 days or the State established timeline of 45 school days

In FFY 2011, 96.65% of initial evaluations (17,906 of 18,526) were completed and eligibility determined within 60 days or the State established timeline of 45 school days. This excludes initial evaluations that were not completed within the timelines due to the allowable exceptions in 34 CFR §300.301(d). The timeline included 228 students who enrolled in another public agency prior to eligibility determination and 154 students whose parents repeatedly failed or refused to produce the child for the evaluation. There were 98 districts who did not meet the timeline. Notifications of noncompliance were issued, however, due to staff changes, all of the information regarding correction (prongs one and two) are not available to the State at this time. Follow up with each district is in process and the State will report on the correction by these districts in the APR that will be submitted in February of 2014.

The range of days beyond the timeline when evaluations and determination of eligibility were completed was from one to one hundred and twenty six days, which was a decrease

of the maximum of 203 days in FFY 2010. Failure to complete evaluations on time were attributed to the following reasons: LEA’s failure to follow appropriate procedures; Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary, lack of appropriate resources; and breaks in school calendars and/or staff not on contract.

This data was collected by districts and reported through the OSDE SES Child Count System for all evaluations completed between July 1, 2011 and June 30, 2012.

**Children Evaluated Within 60 Days (or State-established timeline):**

a. Number of children for whom parental consent to evaluate was received	<b>18,526</b>
b. Number of children whose evaluations were completed within 60 days (or State established timeline)	<b>17,906</b>
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established-timeline) (Percent = [(b) divided by (a)] times 100)	<b>96.65%</b>

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:**

The OSDE-SES FFY 2011 data of 96.60% represent progress from the FFY 2010 data of 96.10% . The OSDE-SES did not meet its FFY 2011 compliance target of 100%.

**Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance):**

*See Indicator 15*

**Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

*See Indicator 15*

**Actions Taken if Noncompliance Not Corrected:**

*See Indicator 15*

**Verification of Correction of FFY 2010 noncompliance (either timely or subsequent):**

*See Indicator 15*

**Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2010:**

*See Indicator 15*

**Additional information required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
<p>OSEP appreciates the State's efforts and looks forward to reviewing in the FFY 2011 APR, the State's data demonstrating that it is in compliance with the timely initial evaluation requirements in 34 CFR §300.301(c)(1). Because the State reported less than 100% compliance for FFY 2010, the State must report on the status of correction of noncompliance identified in FFY 2010 for this indicator.</p> <p>When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with noncompliance identified in FFY 2010 for this indicator: (1) is correctly implementing 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02). In the FFY 2011 APR, the State must describe the specific actions that were taken to verify the correction.</p> <p>If the State does not report 100% compliance in the FFY 2011 APR, the State must review its improvement activities and revise them, if necessary.</p>	<p style="text-align: center;"><i>See Indicator 15</i></p>

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 12:** 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))

**Measurement**

- A. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- B. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- C. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- D. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- E. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a, but not included in b, c, d, or, e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d – e)] times 100.

**Actual Target Data for FFY 2011:**

- A. In FFY 2011, 1285 children that were served by Part C were referred to Part B for eligibility determination.
- B. In FFY 2011, 142 of those children were found to be not eligible.
- C. In FFY 2011, 1043 of those children were found eligible and had their IEP completed on or before their third birthday.
- D. In FFY 2011, 72 of those children were delayed due to parent refusal to provide consent caused delays in evaluation or initial services.
- E. In FFY 2011, 4 children were late referrals from Part C.

Result in FFY 2010, 97.75% (1043 of 1067) of children referred by Part C prior to the age of three, who are found eligible for Part B, and have an IEP developed and implemented by their third birthdays. This represents progress from FFY 2010 97.10%. Only twelve districts did not meet the timeline. Notifications of noncompliance were issued; however, due to staff changes, all of the information regarding correction (prongs one and two) are not available to the state at this time. Follow up with each district is in process and the state will report on the

correction by these districts in the APR that will be submitted in February of 2014. Of those not completed by the third birthday, the range of days beyond the third birthday to determine eligibility and implement an IEP was one to 143 days. Other delays were due to: personnel shortages; LEA's failure to follow appropriate procedures; MEEGS team decided additional data was necessary; lack of appropriate resources; breaks in school calendars and/or staff not on contract; and lack of communication between Part C and Part B.

Oklahoma is focused on improving every aspect of early childhood in SES. Our data demonstrate this effort in FFY 2011. Districts are provided individual TA as requested and all early intervention units provide TA to districts locally during the transition process. The data used for this indicator is pulled from our state wide child count system within the school district reporting site; data are from the FFY2011 timeline. ~~personnel~~

FFY	Measurable and Rigorous Target
FFY 2011	100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

**Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target that occurred for (FFY 2012):**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2012):**

*Please see improvement activities at the end of the document.*

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 13:** Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals 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 service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.  
(20 U.S.C. 1416(a) (3) (B))

**Measurement:**

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 service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2011	100% of youth with IEPs aged 16 and above have 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 need.

**Actual Target Data for FFY 2011:**

Number of youth aged 16 and above with an IEP	20,877
Number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	18,192

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	87.14%
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**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

The OSDE-SES' FFY 2011 data of 87.14% represent slippage from the FFY 2010 baseline data of 98.70%. The OSDE-SES did not meet its FFY 2011 target of 100%.

The OSDE-SES for FFY 2011 has completed two of the improvement activities. In the fall of 2011 data collection, professional development workshops were provided to all LEAs. The OSDE-SES provided transition services at the First Year Teacher Academy, as well as, trainings at LEA request.

The OSDE-SES has applied for the NSTTAC Technical Support; however, we have not been selected to receive their support. The State does plan to access all support (personal to website information) to assist us in our improvement activities.

Notifications of noncompliance were issued, however, due to staff changes, all of the information regarding correction (prongs one and two) are not available to the State at this time. Follow up with each district is in process and the state will report on the correction by these districts in the APR that will be submitted in February of 2014.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

The OSDE-SES along with stakeholder input have determined that due to the slippage, the improvement activities will focus on direct support to the LEAs in an effort to assist them in utilizing student data to improve secondary transition services. The improvement activities have been developed to provide direct support to LEAs not meeting the target. Our goal is to reduce the amount of activities in an effort to provide targeted direct intervention to LEAs that need intensive support.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 14:** 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.
- 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))

**Measurement:**

- A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

FFY	Measurable and Rigorous Target
2011	<ul style="list-style-type: none"> <li>A. 31.9% enrolled in higher education within one year of leaving high school.</li> <li>B. 46.9% enrolled in higher education or competitively employed within one year of leaving high school.</li> <li>C. 73.5% 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.</li> </ul>

**Actual Target Data for FFY 2011:**

There was a response rate of 9% (519 of 5,975 identified leavers). Each leaver is counted only once in the highest category. There was an overall improvement in the response rate improved from FFY 2010 of 7.25% (399 of 5,501 identified leavers).

The chart below displays growth in two of the three areas. There was slight slippage in the percent enrolled in higher education from the target.

	<b>FFY 2010 Data</b>	<b>FYY 2011 Data</b>	<b>FYY 2011 Target</b>	<b>Progress from FFY 2011</b>
A. % Enrolled in higher education	33.0%	31.2%	31.9%	-.7%
B. % Enrolled in higher education or competitively employed	57.0%	62.4%	46.9%	+15.5%
C. % Enrolled in higher education or in some other postsecondary education or training program; or competitively employed	91.0%	80.6%	73.5%	+13.1%

The chart below indicates where each respondent falls after one year of leaving high school. The highest percent (31%) of students indicated they are/have attended at least one semester of higher education. An area of concern is the not engaged group at 20%. This will be an area that will need further research to determine how we can best assist this population.

<b>Post School Outcomes</b>	<b>Number</b>	<b>Percent</b>
1. Enrolled in higher education	162	31%
2. Competitive employment	120	23%
3. Enrolled in other postsecondary education or training	92	18%
4. Some other employment	42	8%
5. Not Engaged	103	20%
Total	519	100%

- A. 162 of 519 (31.2%) were enrolled in higher education within one year of leaving high school.
- B. 324 of 519 (62.4%) were enrolled in higher education or competitively employed within one year of leaving high school.
- C. 416 of 519 (80.6%) were 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.

	<b>Enrolled in higher education</b>	<b>Competitive employment</b>	<b>Enrolled in other post-secondary education or training</b>	<b>Some other employment</b>	<b>Not Engaged</b>
<b>State (519)</b>	31%	23%	18%	8%	20%
<b>Gender (total)</b>					
<b>Female(332)</b>	34%	13%	19%	8%	26%
<b>Male (187)</b>	30%	29%	17%	8%	17%
<b>Disability Category (total)</b>					
<b>Specific Learning Disability (285)</b>	35%	27%	16%	5%	18%
<b>Emotional Disturbance (38)</b>	11%	34%	21%	11%	24%
<b>Intellectual Disabilities (45)</b>	7%	16%	31%	16%	31%
<b>All Other Disabilities (150)</b>	37%	15%	17%	12%	19%
<b>Race/Ethnic Group</b>					
<b>American Indian or Alaska Native (88)</b>	25%	22%	15%	13%	26%
<b>Black (non-Hispanic) (51)</b>	37%	18%	16%	4%	25%
<b>Hispanic/Latino (41)</b>	39%	27%	12%	2%	20%
<b>White (non-Hispanic) (324)</b>	31%	24%	19%	8%	17%
<b>Two or more races (11)</b>	9%	9%	45%	9%	27%

Asian, Native Hawaiian or Other Pacific Islander, (4)	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed
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Comparison of Responders to Population		
Disability Category	State	Respondents
Intellectual Disabilities	9%	9%
Serious Emotional Disturbance	7%	7%
Specific Learning Disability	63%	55%
All other disability categories	20%	29%
Race/Ethnic Group	State	Respondents
American Indian or Alaska Native	19%	17%
Asian, Native Hawaiian or Other Pacific Islander, Unknown/Other Ethnicity	1%	1%
Black (non-Hispanic)	13%	10%
Hispanic/Latino	6%	8%
Two or more races	1%	2%
White (non-Hispanic)	60%	62%
Gender	State	Respondents
Female	38%	36%
Male	62%	64%

Although the responders were from all disability categories, gender, and racial/ethnic groups, they were not representative of the State’s population. With guidance from our stakeholder group, the state has developed additional outreach as described in our Improvement Activities in order to try to increase representation.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

The OSDE's FFY 2011 data identifies that OSDE did not meet its FFY 2011 target for students enrolled in higher education within one year of leaving high school. However, for students enrolled in higher education or competitively employed within one year of leaving high school and students 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 exceeded the target. After reviewing the data above, we have determined that an area that requires further data will be the not engaged group as they are setting at a response rate of 20%. This group is also high for respondents that fall in the ethnic group of two or more races. This is a concern as they only represent 2% of the respondents yet those populations, at 27%, are not engaged.

Oklahoma discussed the improvement activities that are outlined below with input provided by the Oklahoma Transition Council. The OSDE along with stakeholder input have determined that due to the slippage in one area, the improvement activities will focus on utilizing the technical assistance provided by National Post-School Outcomes Center (NPSO). Our goal is to develop a system that will enable the OSDE to gain a better understanding of what is needed in the State.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

*Please see improvement activities at the end of the document.*

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.  
(20 U.S.C. 1416 (a) (3) (B))

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100. States are required to use the “Indicator 15 Worksheet” to report data for this indicator (see Attachment A).

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2010	100% of noncompliance identified will be corrected within one year of identification.

As the State refines the newly created monitoring procedures approved by OSEP in Fall, 2012, new sources of information to identify LEAs for monitoring have been developed. In FFY 2011, the State increased its review of data as part of its monitoring activities. During the Child Count data collection, students found in more than one LEA were identified as duplicates and LEAs were contacted. Data anomalies, such as older students with early childhood environment codes, were corrected, also. Each data source for Indicators 1 through 14 is being reviewed with greater insight to identify issues for possible increased monitoring activities.

Another new source of data was developed over 2011-2012; a phone log was created to assist with identifying districts in need of monitoring. As the State collects more data from the phone log, we will be able to generate reports that assist with our monitoring activities.

During monitoring processes in FFY 2011, the State identified issues of noncompliance that are recorded in the chart below. However, due to staff changes, all of the information regarding correction (prongs one and two) are not available to the State at this time. Follow up with each LEA is in process and the State will

**report on the correction by these LEAs in the APR that will be submitted in February of 2014.**

**Actual Target Data for FFY 2010:**

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0
2. Percent of youth with IEPs dropping out of high school.			
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	10	51
7. Percent of preschool children with IEPs who demonstrated improved outcomes.			
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0
4B. Percent of districts that have: (a) a significant	Dispute Resolution: Complaints,	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)
discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Hearings		
5. Percent of children with IEPs aged 6 through 21 - educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	0	0
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0
	Dispute Resolution: Complaints, Hearings	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special	Monitoring Activities: Self-Assessment/ Local APR, Data Review,	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)
education that is the result of inappropriate identification.	Desk Audit, On-Site Visits, or Other		
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	34	92
	Dispute Resolution: Complaints, Hearings	0	0
12. 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	7
	Dispute Resolution: Complaints, Hearings	0	0
13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0
	Dispute Resolution: Complaints, Hearings	0	0

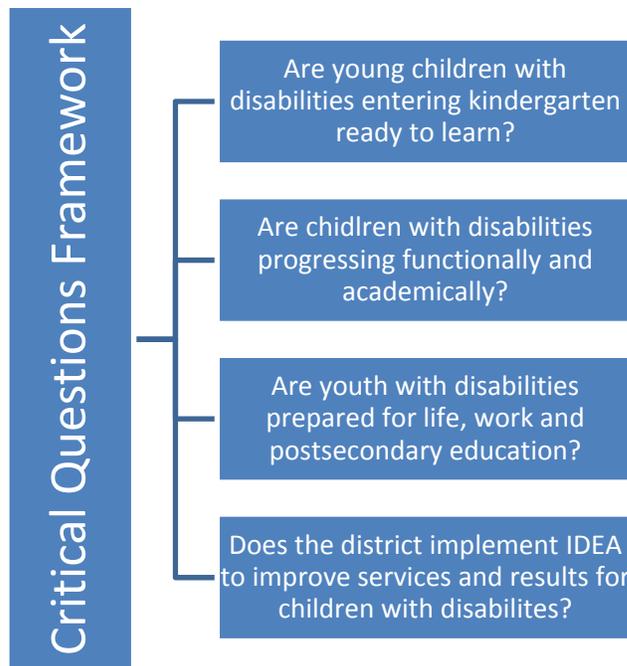
Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)
of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.			
Other areas of noncompliance: Extended School Year (ESY Services)	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	10
	Dispute Resolution: Complaints, Hearings	0	0
Other areas of noncompliance: Administrative records	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	15	89
	Dispute Resolution: Complaints, Hearings	0	0
<b>Sum the numbers down Column a and Column b</b>		071	249
<b>Percent of noncompliance corrected within one year of identification =</b>			0

**Verification of Correction (either timely or subsequent):**

**Because the OSDE-SES has experienced many staff changes, all of the information regarding correction (prongs one and two) are not available to the State at this time. Follow up with each district is in process and the state will report on the correction by these districts in the APR that will be submitted in February of 2014.**

The OSDE-SES received a Continuous Improvement Visit (CIV) in September of 2011; as a result the OSDE-SES was sited and was required to complete a corrective action plan. One major piece of the required corrective action was to revise the Oklahoma Monitoring System. The OSDE-SES developed new monitoring guidelines and procedures that includes a review of all districts, and ensures compliance with OSEP Memo 09-02. The new system includes intensive technical assistance to schools in need and is results driven. The OSDE-SES received verbal approval of the new system in October of 2012 and written approval in November of 2012. The OSDE-SES has started monitoring activities for this year. The new system is outlined below:

The Oklahoma State Department of Education (OSDE), Special Education Services (SES) maintains the responsibility for general supervision of compliance with federal and State requirements for providing special education and related services to children with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA). The OSDE-SES focuses on improving educational results and functional outcomes for all children with disabilities. The OSDE-SES also ensures that Local Educational Agencies (LEAs) meet the program requirements under the IDEA Part B, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities. The OSDE-SES provides activities (e.g., technical assistance, statewide dissemination of information, training, and guidance) to ensure that teachers, related service personnel, and administrators in all LEAs are fully informed of their responsibilities for implementing a free appropriate public education (FAPE).

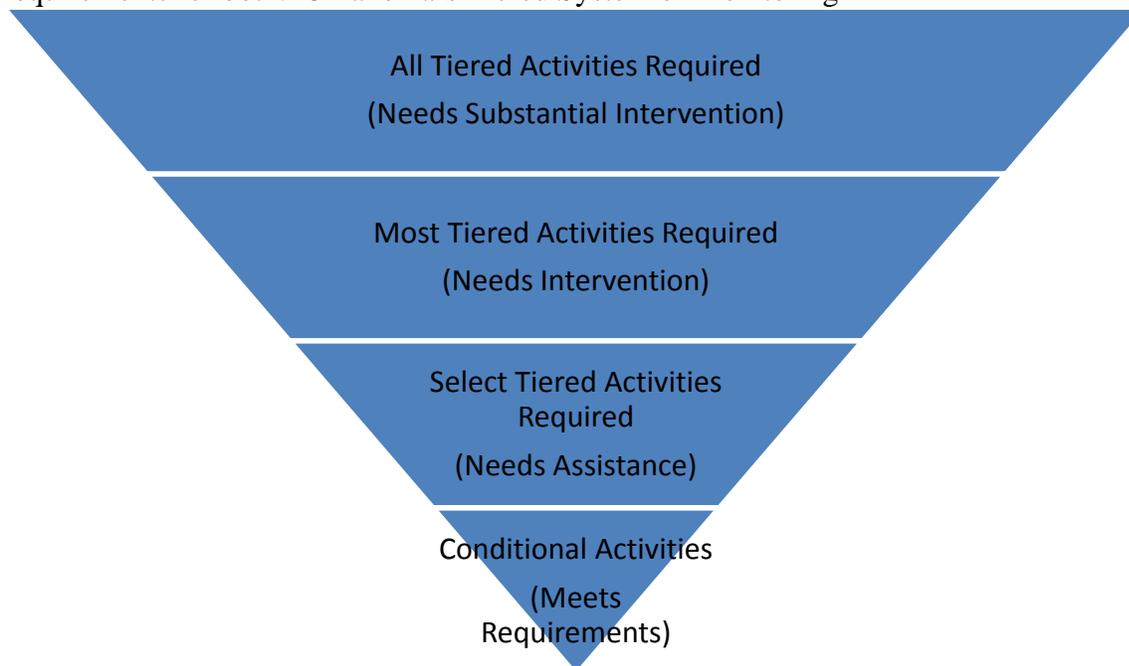


Oklahoma’s system of general supervision includes a tiered monitoring system to provide oversight in the implementation of IDEA requirements, related requirements, and performance on State Performance Plan (SPP) at the local level. A tiered system of monitoring and technical assistance (TA) supports LEAs. Performance of LEAs relative to other LEAs and to statewide data is determined using data on priority indicators, and will be used to determine the appropriate level of monitoring and technical assistance. Multiple data sources are used to monitor special education programs for continuous examination of performance for compliance and improvement. These data sources include the Oklahoma Special Education Child Count System, A-F Grading System, Phone Log data, Complaint Log, other qualitative data, and critical and/or special investigative audits and findings related to special education.

Oklahoma’s tiered monitoring system for continuous improvement is designed to:

- a) Identify areas of compliance and noncompliance from a variety of sources;
- b) Assist LEAs in correcting identified noncompliance with the IDEA Part B requirements and Special Education policies and procedures;
- c) Assist LEAs with the development of corrective action and program improvement plans;
- d) Ensure that identified noncompliance is corrected as soon as possible, but no later than one year from the time of identification;
- e) Provide the LEA sites with support and technical assistance;
- f) Verify that the data reported reflect actual practice; and
- g) Ensure consistency with the requirements set forth in OSEP Memorandum 09-02.

These procedures address compliance indicators, but also, include results indicators and related requirements for both. Oklahoma’s Tiered System of Monitoring



The OSDE-SES conducts annual desk audits for all LEAs utilizing data that is submitted to the OSDE. The review includes a comparison of LEA-reported information to the performance and compliance targets identified in the SPP. District determinations are made based upon this analysis. The annual desk audit identifies any areas of noncompliance for each LEA. The weighted rubric to calculate district determination levels may be found in *Appendix A*.

Level of Determination	Site Total Weight
<b>Tier 1: Meets Requirements</b>	<b>90% to 100%</b>
<b>Tier 2: Needs Assistance</b>	<b>70% to 89%</b>
<b>Tier 3: Needs Intervention</b>	<b>50% to 69%</b>
<b>Tier 4: Needs Substantial Intervention</b>	<b>less than 50%</b>

Tiered Activities	Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention
Issuance of Finding(s)	Conditional	Required	Required	Required
Technical Assistance	Conditional	Required	Required	Required
Improvement Plan	Conditional	Required	Required	Required
Professional Development	Conditional	Conditional	Required	Required
Corrective Action Plan	Conditional	Conditional	Required	Required
Data Verification	Conditional	Conditional	Required	Required
On-site Review	Conditional	Conditional	Conditional	Required
Community Action Forum	Conditional	Conditional	Conditional	Required
Direct Part B Funding	Conditional	Conditional	Conditional	Required

\*Conditional use of Tiered Activities will depend upon the type of noncompliance identified

**Issuance of Finding(s):**

Whenever a finding of noncompliance is identified, the LEA is notified of the area(s) of noncompliance and required to develop either an improvement plan and/or corrective action plan

that addresses identified areas of noncompliance and includes improvement strategies to ensure correction. The LEA must demonstrate child-specific corrections, as well as, systemic compliance through data verification conducted by the OSDE-SES, in accordance with the U.S. Department of Education, Office of Special Education Programs (OSEP) Memo 09-02. LEAs must demonstrate both prongs (child-specific and systemic) of correction as soon as possible, but no later than one year from the notification of non-compliance.

**Technical Assistance:**

The OSDE-SES provides outreach, support, and guidance to LEAs through in-service, phone consultation, intensive on-site consultation, video conferencing, and training to promote special education services.

**Improvement Plan:**

LEAs with identified areas of noncompliance are required to form a small committee to develop a written plan addressing the areas of noncompliance and include improvement strategies to ensure correction.

**Professional Development:**

The OSDE-SES identifies needs of the LEA’s personnel to ensure that they are appropriately and adequately trained to provide services to children with disabilities and meet IDEA Part B requirements.

**Corrective Action Plan (CAP):**

LEAs receiving an On-Site Review and an issuance of findings are required to address areas of non-compliance for child-specific areas, systemic areas, and data accuracy issues. The OSDE-SES conducts a Continuous Compliance Review which consists of random file selections for review of compliance to IDEA Part B requirements.

**Data Verification:**

The OSDE-SES reviews student records to ensure correction of individual cases of non-compliance. Additional student records selected at random are also reviewed to ensure systemic correction and verify data reported in the Oklahoma Child Count System reflects actual practice.

**On-Site Review (OSR):**

LEAs receiving a district determination of “Needs Substantial Intervention” receive an On-Site Review. LEAs receiving a district determination of “Meets Requirements”, “Needs Assistance”, or “Needs Intervention” may receive an On-Site Review. The On-Site Reviews are comprehensive in nature and may include: 1) IDEA Part B fiscal reviews; 2) review of student records; 3) data verification review; 4) community forums/ individual parent meetings; 5) interviews with LEA personnel; 6) individual student tracking; or 7) other issues as identified. A finding is issued for each area of noncompliance identified. The OSDE-SES may prescribe a CAP that addresses identified areas of non-compliance and include improvement strategies to ensure correction.

**Community Action Forum:**

The OSDE-SES works in partnership with the LEA to specifically address results for students with disabilities and devise solutions with community input.

**Direct Part B Funding:**

The OSDE-SES may require LEAs to set aside funding allocations to address areas of noncompliance or freeze funding allocations in accordance with the *Special Education Funding Manual for IDEA Part*

<b>Part B Determination Rubric 2012-2013</b>			
<b>Monitoring Indicators</b>	<b>Weight Assigned to Indicator</b>	<b>District Result</b>	<b>Indicator Total = (weight) * (district result)</b>
1. Results Indicator: Percent of youth with IEPs graduating from high school with a regular diploma.			
2. Results Indicator: Percent of youth with IEPs dropping out of high school.			
3. Results Indicator: Participation and performance of children with IEPs on statewide assessments:  A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.  B. Participation rate for children with IEPs.  C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.			
4. Rates of suspension and expulsion:  A. Results Indicator: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and  B. Compliance Indicator: Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs,			

Monitoring Indicators	Weight Assigned to Indicator	District Result	Indicator Total = (weight) * (district result)
the use of positive behavioral interventions and supports, and procedural safeguards.			
<p>5. Results Indicator: Percent of children with IEPs aged 6 through 21 served:</p> <p>A. Inside the regular class 80% or more of the day;</p> <p>B. Inside the regular class less than 40% of the day; and</p> <p>C. In separate schools, residential facilities, or homebound/hospital placements.</p>			
<p>6. Results Indicator: Percent of children aged 3 through 5 with IEPs attending a:</p> <p>A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and</p> <p>B. Separate special education class, separate school or residential facility.</p>			
<p>7. Results Indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:</p> <p>A. Positive social-emotional skills (including social relationships);</p> <p>B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and</p> <p>C. Use of appropriate behaviors to meet their needs.</p>			
<p>8. Results Indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>			
<p>9. Compliance Indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p>			
<p>10. Compliance Indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of</p>			

Monitoring Indicators	Weight Assigned to Indicator	District Result	Indicator Total = (weight) * (district result)
inappropriate identification.			
11. Compliance Indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.			
12. Compliance Indicator: 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.			
13. Compliance Indicator: 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. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.			
14. Results Indicator: 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.  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.			
15. Compliance Indicator: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.			
16. Compliance Indicator: Percent of signed written complaints			

<b>Monitoring Indicators</b>	<b>Weight Assigned to Indicator</b>	<b>District Result</b>	<b>Indicator Total = (weight) * (district result)</b>
with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.			
17. Compliance Indicator: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.			
18. Results Indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.			
19. Results Indicator: Percent of mediations held that resulted in mediation agreements.			
20. Compliance Indicator: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.			
<b>Additional Data Sources</b>			
<b>Analysis of Phone Log data</b>			
<b>Complaint Log</b>			
<b>Other Qualitative Data to be identified</b>			
	<b>100%</b>	<b>District Total Weight</b>	

<b>Summary of Total Weights for Determination Levels</b>	
<b>Level of Determination</b>	<b>District Total Weight</b>
Meets Requirements	90% to 100%

Needs Assistance	70% to 89%
Needs Intervention	50% to 69%
Needs Substantial Intervention	less than 50%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

In FFY 2011, the OSDE-SES completed eight on-site monitoring visits. No findings were issued. As a result of the OSEP visit FFY 2011 all monitoring activities were stopped and the State was required to go back to the districts that were monitored the previous year (2009-2010) to pull a second set of data in order to be in compliance with OSEP Memo 09-02. The SES with limited staff used all resources to go backward and verify compliance. Oklahoma completed those activities and was able to verify correction as reported in the APR 2010. Furthermore, after the FFY 2011 OSEP visit the OSDE-SES spent FFY 2011 working on the Corrective Action Plan (CAP) required by OSEP. The CAP has four improvement areas; 1) Revised Monitoring Procedures 2) Changes in local complaint procedures, 3) Policy changes to our significant disproportionality procedures, and 4) Ensure that the SES is looking at data for each district every year. The major focus of the CAP is the revisions needed for Oklahoma to come into compliance with OSEP Memo 09-02. It is important to note that Oklahoma did not receive approved monitoring procedures until November of 2012. After receiving approval the SES began working with all other federal programs in the agency to streamline monitoring procedures agency wide.

Oklahoma has developed a professional learning community (PLC) that meets monthly with the sole focus of blending monitoring activities. The OSDE-SES will start monitoring as a team in school year 2013-2014.

The SES is also working closely with the School Improvement and Assessment and Accountability sections of the agency to ensure that schools designated as a priority or focused based on an IEP sub-population receive the technical assistance needed to improve the outcomes for students with disabilities. SES data collected through our statewide child count system will be used analyzed along with data from out sections of the agency to ensure that the SES resources are used appropriately to assist the schools in the greatest need.

Oklahoma is currently in the process of bringing all monitoring activities The OSDE-SES is now in the process of implementing the new procedures approved in November 2012.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:**

*Please see the improvement activities at the end of the document.*

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.  
(20 U.S.C. 1416(a) (3)(B))

**Measurement:** Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2011	100% of signed written complaints with reports issued will be resolved within a 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

**Actual Target Data for FFY 2011:**

*Not required Indicator for this year*

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 17:** Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.  
(20 U.S.C. 1416(a) (3) (B))

**Measurement:** Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2010	100% of fully adjudicated due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party.

**Actual Target Data for FFY 2011:**

*Not required to report this year*

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.  
(20 U.S.C. 1416(a) (3) (B))

**Measurement:** Percent = (3.1(a) divided by 3.1) times 100.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2011	85.00% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.

**Actual Target Data for FFY 2010:**

In FFY 2011, 30.76% (4 of 13) hearing requests that went to resolution sessions were resolved through resolution settlement agreements.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

The OSDE-SES' FFY 2011 data of 66.66% is slippage progress from the FFY 2010 data of 38.89%. The OSDE did not meet its FFY 2011 target of 85%.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

*Please see improvement activities at the end of the document.*

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 19: Percent of mediations held that resulted in mediation agreements.**  
(20 U.S.C. 1416(a) (3) (B))

FFY	Measurable and Rigorous Target
2011	85.00% of mediations held will result in mediation agreements.

**Actual Target Data for FFY 2010:**

For FFY 2011, 91.66% (11 of 12) mediations held resulted in mediation agreements.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

The OSDE-SES FFY 2011 data of 91.66% represent slippage from the FFY 2010 data of 94.40%. The OSDE-SES did meet its FFY 2011 target of 85.00%.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:**

*Please see improvement activities at the end of the document.*

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 20:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.  
(20 U.S.C. 1416(a) (3) (B))

**Measurement:**

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the “Indicator 20 Scoring Rubric” for reporting data for this indicator (see Attachment B).

FFY	Measurable and Rigorous Target
2011	100.00% of state reported data will be submitted on or before due dates (February 1 for Child Count, including race, ethnicity, and placement; November 1 for exiting, discipline, and personnel; and February 1 for APRs). 100.00% of state reported data will be accurate.

**Actual Target Data for FFY 2011:**

For FFY 2011, ~~95.51~~ 88.67% state-reported data were timely and accurate.

**Part B Indicator 20 Data Rubric**

<b>Part B Indicator 20 - SPP/APR Data</b>			
<b>APR Indicator</b>	<b>Valid and reliable</b>	<b>Correct calculation</b>	<b>Total</b>
<b>1</b>	1		1
<b>2</b>	1		1
<b>3A</b>	1	1	1
<b>3B</b>	1	1	2
<b>3C</b>	0	1	1
<b>4A</b>	1	1	2
<b>4B</b>	1	1	2
<b>5</b>	1	0	1
<b>6</b>	1	1	2
<b>7</b>	1	1	2
<b>8</b>	1	1	2
<b>9</b>	1	1	2
<b>10</b>	1	1	2
<b>11</b>	1	1	2
<b>12</b>	1	1	2
<b>13</b>	1	1	2
<b>14</b>	1	0	1
<b>15</b>	0	1	1
<b>18</b>	1	0	1
<b>19</b>	1	1	2
		<b>Subtotal</b>	<b>32</b>
<b>APR Score Calculation</b>	<b>Timely Submission Points</b> - If the FFY 2011 APR was submitted on-time, place the number 5 in the cell on the right.		5
	<b>Grand Total</b> – (Sum of the subtotal and Timely Submission Points) =		<b>37.00</b>

**FFY 2011 APR (State)**

<b>Part B Indicator 20 - 618 Data</b>					
<b>Table</b>	<b>Timely</b>	<b>Complete Data</b>	<b>Passed Edit Check</b>	<b>Responded to Date Note Requests</b>	<b>Total</b>
<b>Child Count Due Date: 2/1/12</b>	1	1	1	1	4
<b>Personnel Due Date: 11/7/12</b>	1	1	1	N/A	3
<b>Ed. Environments Due Date: 2/1/12</b>	1	1	1	1	4
<b>Exiting Due Date: 11/7/12</b>	1	1	0	N/A	2
<b>Discipline Due Date: 11/7/12</b>	1	1	0	N/A	2
<b>State Assessment Due Date: 12/19/12</b>	1	NA	NA	N/A	1
<b>Dispute Resolution Due Date: 11/7/12</b>	1	1	1	N/A	3
<b>MOE &amp; CEIS Due Date: 5/1/12</b>	1	0	NA	N/A	2
				<b>Subtotal</b>	21
<b>618 Score Calculation</b>			<b>Grand Total</b> (Subtotal X 1.87)=		39.26

<b>Indicator #20 Calculation</b>	
A. APR Grand Total	37.00
B. 618 Grand Total	39.26
C. APR Grand Total (A) + 618 Grand Total (B) =	76.26
Total N/A in APR	0
Total N/A in 618	0
<b>Base</b>	<b>86</b>
D. Subtotal (C divided by Base*) =	0.887
E. Indicator Score (Subtotal D x 100) =	88.67

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:**

The FFY 2011 data of 88.67% is slippage from its FFY 2010 data of 97.70%. The OSDE-SES did not meet its FFY 2011 target of 100%.

In FFY 2011, the OSDE-SES continued to implement strategies for ensuring the timeliness and accuracy of data submissions. The OSDE-SES continued to use edit checks in the Web-based system used by LEAs for reporting child count, exiting, discipline, and personnel information. In addition, the OSDE-SES continued to provide directions to LEAs to include more definitions, screen shots, and step-by-step directions to ensure the validity and reliability of the data submitted by LEAs to the OSDE-SES (and thus, from the OSDE-SES to the OSEP). New methods of delivering training were implemented and include webinars which are available at any time for districts to review.

Through guidance from technical documents, OSDE-SES was able to accurately calculate the data needed for Indicator 4b and resubmit. Additionally, the OSDE-SES received technical assistance from the OSEP on determining the data needed for the calculations for the Table 8, MOE. We look forward to continued support in working with our data.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

*Please see improvement activities at the end of the document.*

## **Other Compliance Issues**

**Oklahoma has developed a mechanism to track State complaints as demonstrated in the memorandum dated May 4, 2012 to the USDE-OSEP. No complaints were filed during this reporting period at the local level so therefore Oklahoma reported zero. It is important to note the Oklahoma is working on revising State policy and will no longer allow complaints to be filed at the local level.**

## IMPROVEMENT ACTIVITIES

Indicator	Improvement Activity(ies)
<p>Indicator 1 – Graduation (% youth w/IEPs graduation w/reg. diploma)</p>	<p>A. The OSDE will utilize data to identify twenty-five LEAs with the lowest graduation rates for individuals with disabilities on IEPs. The SDE will provide targeted, small group trainings with those identified LEAs. The LEAs will analyze their individual data, identify key reasons for low graduation rates, and develop a written plan for improving graduation rates. The OSDE will track the LEAs data over a period of three years as well as provide ongoing technical assistance. Each preceding year for the next three years, the SDE will add twenty additional sites providing trainings and technical support on improving graduation rates.</p> <p>B. The OSDE will analyze data to determine LEAs with the highest graduation rates and encourage sharing of their plan to improve the graduation rate in other districts. This will be accomplished at professional development opportunities.</p>
<p>Indicator 2 – Dropout (% youth w/IEPs dropping out)</p>	<p>A. The OSDE will analyze data to identify twenty-five LEAs with the highest dropout rates for individuals with disabilities on IEPs. The OSDE will provide targeted, small group trainings with those LEAs identified. The LEAs will analyze their individual data, identify key reasons for the high dropout rates, and develop a written plan for encouraging high school graduation. The SDE will track the LEAs data over a period of three years as well as provide ongoing technical assistance. Each preceding year for the next three years, the SDE will add twenty additional sites providing trainings and technical support on improving dropout rates.</p> <p>B. The OSDE will analyze data to determine LEAs with the lowest dropout rates and encourage sharing of their plan to keep students in school with other districts. This will be accomplished at professional development opportunities.</p>

Indicator	Improvement Activity(ies)
<p>Indicator 3 – Statewide Assessment (Participation and Performance)</p>	<ul style="list-style-type: none"> <li>A. Collaborate with other sections within the OSDE, including Reading Sufficiency, and the Office of Standards and Curriculum to provide professional development activities.</li> <li>B. Collaborate with the Oklahoma Alternative Assessment Program (OAAP) Advisory Council and ODSS to develop professional development opportunities (ie. Appropriate accommodations, good assessment practices).</li> <li>C. Provide technical assistance regarding appropriate accommodations and the use of accommodations on state assessments.</li> <li>D. Provide training to general education teachers on assessment and accommodations.</li> <li>E. Provide training on assessment and portfolio development to Institutes of Higher Education, student teachers and graduating special education majors as requested.</li> <li>F. Collaborate with the Oklahoma Parent Center to train parents about the importance of assessment, ACE legislation, and Oklahoma’s different assessment options. <ul style="list-style-type: none"> <li>a. Training for OAAP (train the trainer w/OAAP webinar)</li> <li>b. Talk with OATC and Able Tech about the activity <ul style="list-style-type: none"> <li>i. *Train parents;</li> <li>ii. *UD</li> <li>iii. *Connect with School Improvement team;</li> <li>iv. *Math and Reaching free or no cost games, train parents on how to use games</li> </ul> </li> </ul> </li> </ul>

Indicator	Improvement Activity(ies)
<p>Indicator 4 – Suspension/Expulsion (Suspension/Expulsion Rates)</p>	<p>Provide a breakout session at the annual State Superintendent's Special Education Conference (Vision 2020 during summer 2012) regarding behavioral interventions and/or manifestation determinations.</p> <p>Publicize suspension and expulsion data on the OSDE-SES website by LEA as part of the district data profiles, where sample size allows.</p> <p>Require LEAs with significant discrepancies in rates of suspensions/expulsions to set aside 15% of their IDEA Part B Flow Through funds for Early Intervening Services (EIS).</p> <p>Provide data collection and reporting workshops in each of the five regions in Oklahoma to assist LEAs in the requirements of the reports and to offer tips for the timeliness and accuracy of data submissions.</p> <p>Include Suspension Results as part of Accountability Measures on each Districts, LEAs A-F Report Card Progress reported annually.</p> <p>Use suspension and expulsion data as a data point to select districts for focused monitoring.</p> <p>G. The department will identify the Bureau of Health/Nutrition, Family Services, Juvenile Justice, and Adult Education to assume primary responsibility for dropout prevention services. This intra-agency and inter-agency taskforce will work with the Bureau and include representation from special education to address graduation, dropout, suspension and expulsion of students with and without disabilities.</p> <ol style="list-style-type: none"> <li>a. Analyze dropout and suspension data among Oklahoma's school children;</li> <li>b. Identify experts across the state in dropout prevention;</li> <li>c. Identify exemplary models of local programs in Oklahoma;</li> <li>d. Utilize data to address population at risk of dropping out of school and determine correlation between performance on state-wide assessments for results-driven accountability purposes.</li> </ol>

Indicator	Improvement Activity(ies)
	<p>Training on identifying threats or bullying; paper trail at school on child; and look at new areas:</p> <ul style="list-style-type: none"> <li>a. Technology</li> <li>b. District responsibility after school</li> <li>c. Define parental responsibilities</li> </ul> <p>I. Collaboration with police department and community groups</p> <p>J. Record procedures in IEP.</p>
<p>Indicator 5 – LRE Placement (% of 6-21 children removed from reg. class; served in public/private separate schools; residential; homebound; hospital)</p>	<ul style="list-style-type: none"> <li>A. Provide data collection and reporting workshops in each of the five regions in Oklahoma to assist 5LEAs in the requirements of reporting school age LRE.</li> <li>B. Provide training to special education professionals to identify the LRE (continuum of placement) for each student.</li> <li>C. Gather and analyze data for students in LRE 40-79% of the school day.</li> <li>D. Gather and analyze data considering students disability category and their placement in LRE.</li> <li>E. Provide training and technical assistance on collaboration, consultation and co-teaching as it applies to LRE on an individual basis.</li> </ul>
<p>Indicator 6 – Preschool Settings (% of preschool children w/IEPs in settings w/typically developing peers)</p>	<ul style="list-style-type: none"> <li>A. Collaborate with the OSDE Office of Early Childhood/Family Education.</li> <li>B. Identify services and strategies for teaching preschool students with disabilities and developmental delays.</li> <li>C. Provide technical assistance to LEAs regarding the identification, placement, and services to preschool students with disabilities.</li> <li>D. Provide data collection and reporting workshops in each of the five regions in Oklahoma to assist LEAs in the requirements of reporting early childhood transition and to offer strategies for the timeliness and accuracy of data submissions.</li> <li>E. Provide BDI training to Part B examiners.</li> </ul>

Indicator	Improvement Activity(ies)
<p>Indicator 7 – Preschool Skills (% of preschool children with improved positive social-emotional skills; acquisition and use of knowledge and skills; use of appropriate behaviors)</p>	<ul style="list-style-type: none"> <li>A. Collaborate with the OSDE Office of Early Childhood/Family Education.</li> <li>B. Identifying services and strategies for teaching preschool students with disabilities and developmental delays.</li> <li>C. Provide training through Statewide Training on early childhood outcomes for Part C staff, Part B staff, and parents.</li> <li>D. Provide data collection and reporting workshops in each of the five regions in Oklahoma to assist LEAs in the requirements of reporting early childhood transition and to offer strategies for the timeliness and accuracy of data submissions.</li> <li>E. Provide BDI training to Part B examiners.</li> <li>F. Continue work on Results ECO plan.</li> </ul>
<p>Indicator 8 – Parent Involvement (% of parents w/child receiving SPED services who report schools facilitated parent involvement)</p>	<ul style="list-style-type: none"> <li>A. Participate in community outreach for parents (Joining Forces Regional State Conferences, On the Road Family Perspective Conferences, etc.) and promote the importance of parental involvement, as well as ways to gain access to the survey.</li> <li>B. Provide technical assistance and resources (through email, telephone technical assistance, and continual postings on the OSDE-SES Web-site) to LEAs on methods of increasing response rates.</li> <li>C. Email LEAs once a quarter, emphasizing the importance of the survey and the ways parents are able to access it (Parent Center, OSDE-SES Web-site, telephone, by mail).</li> <li>D. Have ongoing collaboration with the Oklahoma Parent Center regarding the response rate of completed surveys. Once a quarter, identify districts with the lowest response rates and offer them Technical Assistance to increase their response rates.</li> <li>E. OSDE-SES will provide Technical Assistance to parents and teachers regarding the importance of filling out the Demographic areas (race, disability) in order to decrease missing or omitted information on survey responses.</li> </ul>

Indicator	Improvement Activity(ies)
<p>Indicator 9 – Disproportionate representation in special education (% of districts w/disproportionality due to inappropriate ID)</p> <p>Indicator 10 - Disproportionate representation in Specific disability categories. (% of districts w/racial and ethnic disproportionality in specific disability categories as a result of inappropriate ID)</p>	<p>A. The ODSE SES will provide technical assistance to LEAs with disproportionate representation in order to determine if the finding is the result of inappropriate identification. This will be completed through an initial self-assessment of policies and procedures, evaluation processes, and review of current IEPs, and data. If there are findings of inappropriate identification, the LEA will revise their policies, practices, and procedures of identifying children with disabilities. They will be monitored and provided additional technical assistance and be required to correct noncompliance within one calendar year.</p> <p>B. Provide technical assistance to LEAs regarding Response to Intervention (RtI) and its use in the identification of students.</p> <p>C. Request information and technical assistance from resource and specialty centers, such as national centers and the National Center for Culturally Responsible Educational Systems (NCCREST) regarding the identification of children as children with disabilities.</p> <p>D. Provide LEAs with feedback of their enrollment, child count, and weighted risk ratios by race/ethnicity as part of the annual disproportionality summaries.</p>

Indicator	Improvement Activity(ies)
<p>Indicator 11 – Child Find (% of children determined eligible within 60 days)</p>	<ul style="list-style-type: none"> <li>A. Collaborate with the Response to Intervention (RtI) Stakeholder Group to develop statewide procedures for the evaluation and identification of students with specific learning disabilities.</li> <li>B. Provide technical assistance to LEAs regarding effective pre-referral strategies and the evaluation process.</li> <li>C. Provide tuition reimbursement for students enrolled in master’s level school psychology programs in Oklahoma to increase the number of qualified examiners in the state. In addition, the OSDE provided annual bonuses to Nationally Board Certified school psychologists.</li> <li>D. Request information and technical assistance from resource and specialty centers such as national centers.</li> <li>E. Provide data collection and reporting workshops in each of the five regions in Oklahoma to assist LEAs in the requirements of reporting and collecting accurate data.</li> <li>F. Publicize evaluation/eligibility timeline data on the OSDE-SES Web site by LEA as part of the district data profiles</li> </ul>

Indicator	Improvement Activity(ies)
<p>Indicator 12 – Part C to B Transition</p> <p>(% children with IEP by 3<sup>rd</sup> birthday)</p>	<ul style="list-style-type: none"> <li>A. Collaborate with the OSDE Office of Early Childhood/Family Education.</li> <li>B. Identifying services and strategies for teaching preschool students with disabilities and developmental delays.</li> <li>C. Provide technical assistance to LEAs regards the identification, placement, and services available to preschool students with disabilities.</li> <li>D. ECTA, and the Oklahoma Interagency Coordinating Council (ICC) on early childhood transition or policies from other states. This included analyzing Part C information regarding delays in referrals to Part B to target areas in need of additional technical assistance.</li> <li>E. Provide data collection and reporting workshops in each of the five regions in Oklahoma to assist LEAs in the requirements of reporting early childhood transition and to offer strategies for the timeliness and accuracy of data submissions.</li> <li>F. Provide Battelle Developmental Inventory (BDI) training to IDEA Part B examiners.</li> </ul>

Indicator	Improvement Activity(ies)
<p>Indicator 13 – Secondary Transition w/IEP Goals (% of youth are 16+ w/IEP w/measurable, annual IEP goals and transition services)</p>	<ul style="list-style-type: none"> <li>A. Require LEAs (with youth aged 16 and above with an IEP that should have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) to correct the noncompliance within one calendar year. Provide technical assistance to LEAs throughout this process.</li> <li>B. The OSDE will analyze data reported by the district to compare with the monitoring to target the data reporting discrepancies. The OSDE will provide targeted, small group trainings with those LEAs identified. The LEAs will analyze their individual data, identify key reasons for the discrepancies, and develop a written plan to improve their data collection methods. The OSDE will track the LEAs data over a period of three years as well as provide ongoing technical assistance.</li> <li>C. Provide technical assistance/professional development to LEAs regarding utilizing the results of the assessments to develop an appropriate secondary transition plan.</li> <li>D. The State in partnership with the Oklahoma Transition Council and the Department of Rehabilitation will host a two day collaborative seminar for parents, community leaders and educators to develop a transition plan for the community in an effort to improve transition services in their individual regions. The state and the Oklahoma Transition Council will monitor the progress of each plan as well as provide technical assistance throughout the year.</li> </ul>

Indicator	Improvement Activity(ies)
<p>Indicator 14 – Secondary Transition/Post-School Outcome-Competitive Employment, Enrolled in School</p> <p>(% of youth who had IEPs, are no longer in secondary school and who have been employed, enrolled in postsecondary school, or both, within 1 year of leaving high school)</p>	<p>A. The OSDE will determine what additional information needs to be collected in an effort to provide targeted support to the districts. (e.g. LEAs underrepresented)</p> <p>B. The OSDE will evaluate the method used to collect the data in an effort to determine the most appropriate method for collecting data.</p> <p>C. To better understand why 20% of respondent leavers are identified as Not Engaged, the State will conduct a root cause analyses. The root cause analysis will attempt to identify the reason for leavers falling in this category.</p>
<p>Indicator 15 – Monitoring, Complaints and Hearings</p> <p>(General supervision system identifies and corrects noncompliance within 1 year)</p>	<p>A. The Focused Monitoring Stakeholder Committee will identify the two priority areas that will be the focus during the focused monitoring visits.</p> <p>B. Request additional assistance from the Education Oversight Committee, NICHCY, ODSS, OFCEC, the National Center of Student Progress Monitoring, and other agencies, stakeholder groups, taskforces, and technical assistance providers listed in the SPP overview.</p> <p>C. Continue with desk audits compliance reviews.</p> <p>D. Analyze the LEA data profiles based on data related to priority areas to identify the LEAs, which will receive the focused monitoring visits</p>
<p>Indicator 16 – Written Complaints</p> <p>(% of signed written complaints w/reports issued resolved within 60 days)</p>	<p>N/A</p>
<p>Indicator 17 – Due Process Hearings</p> <p>(% of due process hearings within 45 days)</p>	<p>N/A</p>

Indicator	Improvement Activity(ies)
<p>Indicator 18 – Hearing Requests that Went to Resolution</p> <p>(% of hearing requests resolved through resolution agreements)</p>	<ul style="list-style-type: none"> <li>A. Provide trainings to hearing and appeal officers that emphasize the timeline requirements, acceptable reasons for granting extensions for due process complaints, and utilization of the resolution session system, to include the enforceability of agreements.</li> <li>B. Provide technical assistance on due process guidelines and resolution sessions at the State Superintendent’s Vision 20/20 Conference.</li> <li>C. Request information and technical assistance from resource and specialty centers, such as the national centers, and NASDSE on due process timelines and resolution sessions or policies from other states.</li> </ul>

Indicator	Improvement Activity(ies)
<p>Indicator 19 – Mediations (% of mediations resulting in mediation agreements)</p>	<ul style="list-style-type: none"> <li>A. Require the Alternative Dispute Resolution System of the Administrative Office of the Court to maintain a list of current mediators and provide updates to the OSDE-SES.</li> <li>B. Developed, printed, and distributed mediation guidelines in parent-friendly language to mediators, parents, school district personnel, advocates, and any other interested party.</li> <li>C. Distribute the mediation technical assistance brochure to parents and LEA personnel in the mediation process. The brochure is provided to any parent who has requested information on filing a formal written complaint, and provides direction on how to request mediation as a means to encourage use of the mediation system.</li> <li>D. Provide technical assistance (on due process guidelines, resolution sessions, mediations, IDEA requirements regarding the provision of procedural safeguards to parents, as well as the obligations of LEAs after a due process hearing request has been filed) through breakout sessions at the State Superintendent’s Vision 20/20 Conference.</li> <li>E. Distribute updated Mediation Brochure.</li> <li>F. Provide technical assistance on the two types of mediation systems.</li> <li>G. Introduce mediation process to other child serving agencies (through Case Management Conference, DHS and other agency newsletters) to recommend mediation before complaints.</li> </ul>

Indicator	Improvement Activity(ies)
<p>Indicator 20 – Timeline of State Data and Reports</p> <p>(State reported data are timely and accurate)</p>	<ul style="list-style-type: none"> <li>A. Provide training to assist LEAs in the requirements of data collection and reporting and to offer strategies for the timeliness and accuracy of data submissions.</li> <li>B. Use webinars and webcasts which can be recorded and enables district staff to attend at their convenience.</li> <li>C. Develop training materials on the annual Child Count and End of Year Report to to all districts.</li> <li>D. Identify the primary person at each district who is responsible for the data on children with disabilities. Develop a communication mechanism, such as a listserv, to ensure up to date messages about the system and data collection updates.</li> <li>E. OSDE-SES staff members will continue to attend OSEP and other national conferences related to reporting and data updates.</li> <li>F. Request information and technical assistance from resource and specialty centers, such as the national centers, on data collection and reporting strategies.</li> <li>G. OSDE-SES will provide district support throughout the year on calls and emails regarding data collection and coding correctly.</li> </ul>