Oklahoma's
State Performance Plan (SPP)
Individuals with Disabilities Education Act (IDEA), Part B

Oklahoma State Department of Education

Special Education Services
Revised
February 2012

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

The Oklahoma State Department of Education (OSDE), Special Education Services (SES), developed the State Performance Plan (SPP) 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, which met on September 19, 2005, November 21, 2005, February 13, 2006, July 17, 2006, November 20, 2006, January 22, 2007, February 12, 2007, May 14, 2007, July 16, 2007, September 10, 2007, November 5, 2007, January 14, 2008, March 10, 2008, July 21, 2008, August 1, 2008, September 11, 2008, December 12, 2008, January 12, 2009, March 23, 2009, May 12, 2009, September 14, 2009, and January 11, 2010, as well as a broad group of stakeholders, including individuals with disabilities, parents of children with disabilities, local educational agency (LEA) administrators and teachers, legal counsel, advocates, and representatives from higher education and other state agencies. The SPP/Annual Performance Report (APR) Stakeholder Group met on August 26, 2005, October 7, 2005, November 18, 2005, October 16, 2006, October 29, 2007, January 14, 2008, January 12, 2009, January 11, 2010, December 6, 2010, January 20, 2011 and January 13, 2012. In addition, the following groups supported the development of and will participate in the improvement activities, timelines, and resources associated with the SPP:

- Access Center;
- Access to Standards Taskforce;
- Alternative Dispute Resolution Center (ADRC);
- Center on Positive Behavioral Interventions and Supports (PBIS);
- Consortium for Appropriate Dispute Resolution in Special Education (CADRE);
- Cooperative Council for Oklahoma School Administration (CCOSA);
- Curriculum Access Resource Guide (CARG) Taskforce;
- Data Accountability Center (DAC);
- Disproportionality Stakeholder Group;
- Down Syndrome Association;
- Due Process Advisory Council;
- Early Childhood Outcomes (ECO) Center;
- Education Oversight Committee;
- Focused Monitoring Stakeholder Group;
- Interagency Coordinating Council (ICC);
- Learning Disabilities Association of Oklahoma (LDAO);
- National Association of State Directors of Special Education (NASDSE);
- National Center for Culturally Responsible Educational Systems (NCCRESt);
- National Center on Educational Outcomes (NCEO);
- National Center on Secondary Education and Transition (NCSET);
- National Center for Special Education Accountability Monitoring (NCSEAM);
- National Center on Student Progress Monitoring;
- National Dissemination Center for Children with Disabilities (NICHCY);
- National Dropout Prevention Center for Students with Disabilities (NDPC-SD);
- National Early Childhood Technical Assistance Center (NECTAC);
- National Post-School Outcomes (NPSO) Center;
- NIMAS Advisory Council;
- Oklahoma Alternate Assessment Program (OAAP) Advisory Council;
- Oklahoma Alternate Assessment Program (OAAP) Standard Setting Committee;
- Oklahoma Assistive Technology Center (OATC);
- Oklahoma Directors of Special Services (ODSS);
- Oklahoma Family Network (OFN);
- Oklahoma Federation of the Council for Exceptional Children (OFCEC);
- Oklahoma Parent Center;
- Oklahoma School Psychology Association (OSPA);

- Oklahoma State Department of Education, Office of Accountability and Assessment;
- Oklahoma State Department of Education, Office of Accreditation;
- Oklahoma State Department of Education, Office of Alternative Education;
- Oklahoma State Department of Education, Office of Standards and Curriculum;
- Oklahoma State Department of Education, Reading First Program;
- Oklahoma State School Boards Association (OSSBA);
- Oklahoma State University – Assisting Brighter Living with Enabling Technology (OSU-ABLE Tech);
- Oklahoma Transition Council (OTI);
- Part C Quality Assurance Stakeholder Group;
- Payne Education Center;
- Post-School Outcomes Committee;
- Response to Intervention (RtI) Stakeholder Group;
- Risk Pool Stakeholder Group;
- Southeast Regional Resource Center (SERRC);
- Special Education Resolution Center (SERC);
- Statewide Training and Regional Support (STARS);
- United Suburban School Association (USSA);
- University of Oklahoma Health Sciences Center (OUHSC) – Child Study Center; and
- Westat.

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 SPP. In addition, the state will report disaggregated data based on the performance of each LEA on the targets in the SPP. The OSDE-SES will deliver the SPP to all LEA superintendents and special education directors, the IDEA Part B Advisory Panel, and the SPP/APR Stakeholder Group. The SPP will be posted on the OSDE-SES Web site <www.sde.state.ok.us> for public viewing and will be shared at open public meetings such as the State Superintendent's Special Education Conference and the IDEA Part B Advisory Panel Meetings.

Input from the IDEA Part B Advisory Panel, a broad group of stakeholders, and other interested parties was used for each of the 20 indicators in the SPP. These groups will serve as the resources used for the improvement activities for each of the 20 indicators. Each of the 20 indicators will be reported to the public through electronic delivery, the OSDE-SES Web site, and open public meetings.

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.

Overview of Issue/Description of System or Process:

In Federal Fiscal Year (FFY) 2004, the OSDE-SES obtained from each LEA a variety of student level data (i.e., 618 data) through the OSDE Special Education Child Count system. The OSDE Special Education Child Count system allows the OSDE-SES staff to analyze data to determine graduation rates by district using a web-based system. In addition to obtaining enrollment and graduation information through the Special Education Child Count system, these data were checked against the October 1, 2004, report provided by the OSDE Office of Accreditation to ensure the accuracy of the enrollment reported.

In Federal Fiscal Year (FFY) 2008, the OSDE-SES began adopting the targets that are set and reported in the Consolidated State Application Workbook for (Elementary and Secondary Education Act) ESEA.

The state definition, as reported in the Consolidated State Application Accountability Workbook, of graduation rate calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a General Education Development (GED) or any other diploma not fully aligned with the state's academic standards) in the standard number of years. The state must avoid counting a dropout as a transfer.

According to the Consolidated State Application Accountability Workbook, beginning in 2005-2006, the graduation rate was calculated using an estimated cohort group rate which was a recommended method by the National Center of Educational Statistics. The calculation is listed below:

$$\frac{\text{Number of Students Graduating in the standard number of years (4) with a Regular Diploma Including summer graduates in (current year – 1)}}{\text{*Total number of Students Graduating with a Regular Diploma including summer graduates in (current year – 1) + Number of Grade 12 Dropouts in (current year – 1) + Number of Grade 11 Dropouts in (current year – 2) +Number of Grade 10 Dropouts in (current year – 3) + Number of Grade 9 Dropouts in (current year – 4)}} * 100$$

Oklahoma would like to encourage schools to meet the goal of a 100% graduation rate by 2013-2014; therefore, Oklahoma's graduation rate benchmark will be 67.8% for school years 2008-2009 to 2009-2010; amended to 82.4% beginning school year 2010-2011; and 100% beginning school year 2013-2014.

The new targets reflect the targets and calculation method set in the Consolidated State Application Accountability Workbook for ESEA.

Baseline Data for FFY 2004 (2004-2005):

In FFY 2004, 88.78% of youth on IEPs graduated with a regular diploma; 95.28% of all youth in Oklahoma graduated with a regular diploma.

In FFY 2008, 81.74% of youth on IEPs graduated with a regular diploma. New baseline data is identified due to a new data source, methodology of data collection, and targets. All data reported relied upon the ESEA data collection and targets as required for this indicator.

Discussion of Baseline Data:

It is important to note that for many LEAs, the enrollment of students in grade 12 provided in the October 1, 2004, report from the OSDE Office of Accreditation includes all youth in grade 12. However, some of the youth on IEPs spend more than one year in grade 12 before graduating with a regular diploma or some may age out of the system. Thus, the gap in graduation rates between youth on IEPs and all youth may be inflated based on this difference.

It is important to note that many students on IEPs may not graduate in four years. In previous years, data for this indicator was collected with the 618 data collections. This data source included students who were in grade 12 for more than one year and allowed LEAs to count students who had graduated even after the standard four years.

Graduation targets have been revised, as required, to meet the same targets, as required, for the ESEA. The graduation definition and data collection does not include students who required more than four years to graduate as identified in previous targets. A decrease in the graduation rate performance and target may be a result of a new data source and collection.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	89.28% of youth with IEPs will graduate with a regular diploma.
2006 (2006-2007)	89.78% of youth with IEPs will graduate with a regular diploma.
2007 (2007-2008)	90.28% of youth with IEPs will graduate with a regular diploma.
2008 (2008-2009)	67.8% of youth with IEPs will graduate with a regular diploma.
2009 (2009-2010)	67.8% of youth with IEPs will graduate with a regular diploma.
2010 (2010-2011)	82.4% of youth with IEPs will graduate with a regular diploma.
2011 (2011-2012)	82.4% of youth with IEPs will graduate with a regular diploma.
2012 (2012-2013)	82.4% of youth with IEPs will graduate with a regular diploma.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address graduation rates. The OSDE-SES will also take the following steps:

1. Collaborate with the OSDE Office of Accreditation to improve methods for reporting graduation rates (by June 2006).
2. Provide technical assistance to LEAs on methods of increasing graduation rates (e.g., offering incentives to students who stay in school and have perfect attendance, developing smaller learning communities, implementing self-directed IEPs, self-determination and self-advocacy, and/or increasing involvement in extracurricular activities), through a breakout session at the State Superintendent's Special Education Conference, Counselors Only Conference, and Encyclomedia. (FFY 2005 – FFY 2012).
3. Provide personnel development activities and/or books and other resources to LEAs on topics such as secondary transition, co-teaching, team teaching, and inclusion (FFY 2005 – FFY 2012).
4. Request additional technical assistance and information from the National Dropout Prevention Center on graduation strategies or policies from other state to present at the State Superintendent's Special Education Conference (FFY 2005 – FFY 2012).
5. Request additional assistance from NCSET, CCOSA, OSSBA, and other agencies, stakeholder groups, taskforces, and technical assistance providers listed in the SPP overview (FFY 2005 – FFY 2012)

6. Publicize graduation data on the OSDE-SES website by LEA as part of the district data profiles, where sample sizes allow (FFY 2005 – FFY 2012)
7. Repeat collaboration, provision of technical assistance, personnel development activities, publication of district data profiles, and provision of data collection and reporting workshops annually (FFY 2005 – FFY 2012).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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.

In FFY 2004, the OSDE-SES obtained from each LEA a variety of student level data (i.e., 618 data) through the OSDE Special Education Child Count system. The OSDE Special Education Child Count System allows the OSDE-SES staff to analyze data to determine dropout rates by district using a web-based system. In addition to obtaining enrollment and dropout information through the Special Education Child Count system, these data were checked against the October 1, 2004, report provided by the OSDE Office of Accreditation to ensure the accuracy of the enrollment reported.

In Federal Fiscal Year (FFY) 2008, the OSDE-SES began adopting the targets that are set and reported in the Consolidated State Application Workbook for ESEA.

Oklahoma's definition of a dropout, as defined in the Consolidated State Application Accountability Workbook, is a student 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.

A student need not be reported as a dropout until he or she has been absent from school for at least ten (10) consecutive school days (with no request for records from another school). This is known as the "10-day rule." A "no-show" is a student who has completed the spring school term but fails to enroll by September 30 in the subsequent fall term.

In FFY 2008, the OSDE-SES looked at the targets that were set and reported 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, that the dropout rate targets will remain unchanged from the previously identified targets in the SPP. The SPP targets are consistent with our data utilizing the new measurement requirements. Oklahoma's goal is to meet the ESEA target of 0% in the next SPP.

Baseline Data for FFY 2004 (2004-2005):

In FFY 2004, 7.09% of youth on IEPs in grades 9 through 12 dropped out; 4.31% of all youth in Oklahoma in grades 9 through 12 dropped out.

In FFY 2008, 3.5% of youth on IEPs in grades 9 through 12 dropped out. New baseline data is identified due to a new data source and methodology of data collection. All data reported relied upon the ESEA data collection as required for this indicator.

Discussion of Baseline Data:

It is important to note that the dropout rate for youth on IEPs includes students who moved, but are not known to be continuing in another LEA; thus, the gap in dropout rates between youth on IEPs and all youth may be inflated based on this difference. However, with the implementation of the Special Education Management System (SEMS), unique identifiers will be used across the state, allowing districts easier accessibility in tracking students entering and exiting their districts.

It is important to note that the expected dropout rate for students with disabilities is zero. However, Oklahoma will maintain the targets as previously set with a goal of decreasing dropouts for students with disabilities each year until the dropout rate reaches zero.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	6.71% of youth with IEPs will be reported as dropouts.
2006 (2006-2007)	6.33% of youth with IEPs will be reported as dropouts.
2007 (2007-2008)	5.95% of youth with IEPs will be reported as dropouts.
2008 (2008-2009)	5.57% of youth with IEPs will be reported as dropouts.
2009 (2009-2010)	5.19% of youth with IEPs will be reported as dropouts.
2010 (2010-2011)	4.81% of youth with IEPs will be reported as dropouts.
2011 (2011-2012)	4.43% of youth with IEPs will be reported as dropouts.
2012 (2012-2013)	4.05% of youth with IEPs will be reported as dropouts.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address dropout rates. The OSDE-SES will also take the following steps:

1. Collaborate with the OSDE Office of Accreditation and the Office of Alternative Education to improve methods for reporting dropout rates (by June 2006).

2. Provide technical assistance to LEAs on methods of reducing dropout rates (e.g., offering incentives to students who stay in school and have perfect attendance, developing smaller learning communities, implementing self-directed IEPs, self-determination and self-advocacy, and/or increasing involvement in extracurricular activities), through a breakout session at the State Superintendent's Special Education Conference, Counselors Only Conference, and Encyclomedia (FFY 2005 – FFY 2012).
3. Provide personnel development activities and/or books and other resources to LEAs on topics such as secondary transition, co-teaching, team teaching, and inclusion (FFY 2005 – FFY 2012).
4. Request additional technical assistance and information from the National Dropout Prevention Center on strategies for reducing dropout rates or policies from other state to present at the State Superintendent's Special Education Conference (FFY 2005 – FFY 2012).
5. Request additional assistance from agencies, stakeholder groups, taskforces, and technical assistance providers listed in the SPP overview (FFY 2005 – FFY 2012).
6. Publicize dropout data on the OSDE-SES website by LEA as part of the district data profiles, where sample sizes allow (FFY 2005 – FFY 2012).
7. Repeat collaboration, provision of technical assistance, personnel development activities, publication of district data profiles, and provision of data collection and reporting workshops annually (FFY 2005 – FFY 2012).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1.

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)].

Overview of Issue/Description of System or Process:

Student assessment continues to be affected by both state and federal legislative changes and clarifications of the No Child Left Behind Act (NCLB). The majority of students with disabilities in Oklahoma participate in the regular assessment with accommodations. Oklahoma has chosen to participate in an alternate assessment against alternate achievement standards. This assessment has been identified for students with significant cognitive disabilities. In FFY 2004, Oklahoma had two forms of tests used to assess this population: the Oklahoma Alternate Assessment Program (OAAP) portfolio and an out-of-level assessment. Based on recommendations from the OSEP, the out-of-level assessment was not used in FFY 2005.

The OAAP was linked to the state approved standards; however, these standards were not originally aligned to students' current grade levels. Based on recommendations from the OSEP, Oklahoma rewrote the standards used in this assessment, including providing access points to the standards so that all students will have access to and be assessed on the curriculum at their grade level. In addition, the OSDE-SES developed and implemented an alternate assessment based on modified achievement of the grade-level standard. The Oklahoma Modified Alternate Assessment Program (OMAAP) was developed to assess 2% of students with disabilities who do not meet grade-level standards despite high quality instruction, including special education services (i.e., 2% flexibility), and was implemented in FFY 2006. The OSDE-SES collects scores on the OAAP. The OSDE Office of Accountability and Assessment collects scores on statewide assessments, statewide assessments with accommodations, and OMAAP.

In Federal Fiscal Year (FFY) 2008, the OSDE-SES began adopting the targets that are set and reported in the Consolidated State Application Workbook for ESEA. In compliance with the No Child Left Behind Act regulations, statewide timelines have been established for Reading and Math, both ending in the goal of 100% proficiency by 2013-2014. The table below presents the Reading and Math performance targets for all student groups in all schools and districts in the coming years.

Year	2008	2009	2010	2011	2012
Math *Academic Performance Index (API)*	932 (62.13%)	932 (62.13%)	1074 (71.60%)	1074 (71.60%)	1216 (81.07%)
Reading *Academic Performance Index (API)*	914 (60.93%)	914 (60.93%)	1060 (70.67%)	1060 (70.67%)	1206 (80.40%)

Baseline Data for FFY 2004 (2004-2005):

A. In FFY 2004, 31.00% of districts met AYP for Math, and 45.00% of district met AYP for Reading.

B. In FFY 2004, 100.00% of children with IEPs participated in assessment of Math and Reading (see also Attachment 1 for details).

   a. In FFY 2004, 36,827 children with IEPs participated in assessments of Math; 37,425 children with IEPs participated in assessments of Reading.

   b. In FFY 2004, 10,726 (29.13%) children with IEPs participated in regular assessments with no accommodations in Math; 11,302 (30.20%) children with IEPs participated in regular assessments with no accommodations in Reading.

   c. In FFY 2004, 20,709 (56.23%) children with IEPs participated in regular assessments with accommodations in Math; 20,731 (55.39%) children with IEPs participated in regular assessments with accommodations in Reading.

   d. In FFY 2004, 0 (0%) children with IEPs participated in alternate assessment against grade level standards in Math and Reading.

   e. In FFY 2004, 5,392 (14.64%) children with IEPs participated in alternate assessment against alternate achievement standards in Math; 5,392 (14.41%) children with IEPs participated in alternate assessment against alternate achievement standards in Reading.

C. In FFY 2004, 28.67% of children with IEPs were proficient in Math, and 28.05% of children with IEPs were proficient in Reading (see also Attachment 1 for details).

   a. In FFY 2004, 36,827 children with IEPs participated in assessments of Math; 37,425 children with IEPs participated in assessments of Reading.

   b. In FFY 2004, 3,767 (10.23%) children with IEPs who participated in regular assessment with no accommodations were proficient in Math and 4,294 (11.47%) were proficient in Reading.

   c. In FFY 2004, 5,127 (13.92%) children with IEPs who participated in regular assessment with accommodations were proficient in Math and 4,684 (12.52%) were proficient in Reading.

   d. In FFY 2004, 0 (0.00%) children with IEPs who participated in alternate assessments against grade level standards were proficient in Math and 0 (0.00%) were proficient in Reading.

   e. In FFY 2004, 1,664 (4.52%) children with IEPs who participated in alternate assessments against alternate achievement standards were proficient in Math and 1,518 (4.06%) were proficient in Reading.

A. In FFY 2008, 412 of 538 (76.58%) of districts met AYP for Math, and 391 of 538 (72.68%) of district met AYP for Reading.
B. In FFY 2008, 98.03% of children with IEPs (52,118 of 53,166) participated in assessment of Math; 96.75% of children with IEPs (51,244 of 52,964) participated in assessment of Reading (see also Attachment 1 for details).
   a. In FFY 2008, 52,118 of children with IEPs participated in assessments of Math; 53,166 children with IEPs participated in assessments of Reading.
   b. In FFY 2008, 11,867 of 53,166 (22.32%) children with IEPs participated in regular assessments with no accommodations in Math; 12,325 of 52,964 (23.27%) children with IEPs participated in regular assessments with no accommodations in Reading.
   c. In FFY 2008, 11,286 of 53,166 (21.23%) children with IEPs participated in regular assessments with accommodations in Math; 9,138 of 52,964 (17.25%) children with IEPs participated in regular assessments with accommodations in Reading.
   d. In FFY 2008, 0 (0%) children with IEPs participated in alternate assessment against grade level standards in Math and Reading.
   e. In FFY 2008, 25,085 of 53,166 (47.18%) children with IEPs participated in alternate assessment against modified achievement standards in Math; 25,974 of 52,964 (49.04%) children with IEPs participated in alternate assessment against alternate achievement standards in Reading.
   f. In FFY 2008, 3,880 of 53,166 (7.30%) children with IEPs participated in alternate assessment against alternate achievement standards in Math; 3,807 of 52,964 (7.19%) children with IEPs participated in alternate assessment against alternate achievement standards in Reading.
C. In FFY 2008, 58.10% of children with IEPs (30,892 of 53,116) were proficient in Math, and 52.47% of children with IEPs (27,788 of 52,964) were proficient in Reading (see also Attachment 1 for details).
   a. In FFY 2008, 52,118 children with IEPs participated in assessments of Math; 51,244 children with IEPs participated in assessments of Reading.
   b. In FFY 2008, 9,878 of 53,166 (18.58%) children with IEPs who participated in regular assessment were proficient in Math and 8,459 of 52,964 (15.97%) were proficient in Reading.
   c. In FFY 2008, 0 (0.00%) children with IEPs who participated in alternate assessments against grade level standards were proficient in Math and 0 (0.00%) were proficient in Reading.
   d. In FFY 2008, 18,236 of 53,166 (34.30%) children with IEPs who participated in modified assessments against modified achievement standards were proficient in Math and 16,390 of 52,964 (30.95%) were proficient in Reading.
   e. In FFY 2008, 2,778 of 53,166 (5.23%) children with IEPs who participated in alternate assessments against alternate achievement standards were proficient in Math and 2,939 of 52,964 (5.55%) were proficient in Reading.

Discussion of Baseline Data:

In FFY 2004, alternate assessments against alternate achievement standards included both portfolio assessments and out-of-level assessments. For FFY 2005, only portfolio assessments will be used for alternate assessments. Alternate assessments include each content area and grade level required under the NCLB Act.

In FFY 2006, Oklahoma developed and implemented an alternate assessment against modified achievement standards. The Oklahoma Modified Alternate Assessment Program (OMAAP) was developed to assess 2% of students with disabilities who do not meet grade-level standards despite high quality instruction, including special education services (i.e., 2% flexibility). The proficiency scores for students taking the OMAAP were used in the calculations for ESEA.

In FFY 2008, due to a new data source and collection, scores of students with disabilities who were not full academic year students would not be used in calculations for ESEA. Oklahoma's definition of a *full academic year* (FAY) was revised and approved by the United States Department of Education in June 2008. Beginning in school year 2008 – 2009, Oklahoma's revised definition is a uniform definition for grades three through eight and high school. The uniform FAY definition reads: *"A student receives a full academic year status for the exams if that student has been continuously enrolled beginning within the first ten days of the school year and has not experienced an enrollment lapse of ten or more consecutive days."* The new FAY definition will apply to AYP determinations for FFY 2009.

It is important to note that a decrease in the amount of students scoring proficient may be a result of the change in the required data source and data collection.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	31.00% of districts will meet AYP for Math, and 45.00% of district will meet AYP for Reading. 100.00% of children with IEPs will participate in assessment of Math and Reading. 30.00% of children with IEPs will be proficient in Math; 30.00% will be proficient in Reading.
2006 (2006-2007)	42.00% of districts will meet AYP for Math, and 54.00% of district will meet AYP for Reading. 100.00% of children with IEPs will participate in assessment of Math and Reading. 31.00% of children with IEPs will be proficient in Math; 31.00% will be proficient in Reading.
2007 (2007-2008)	42.00% of districts will meet AYP for Math, and 54.00% of district will meet AYP for Reading. 95.00% of children with IEPs will participate in assessment of Math and Reading. 54.00% of children with IEPs will be proficient in Math; 52.00% will be proficient in Reading.
2008 (2008-2009)	42.00% of districts will meet AYP for Math, and 54.00% of district will meet AYP for Reading. 95.00% of children with IEPs will participate in assessment of Math and Reading. 62.13% of children with IEPs will be proficient in math; 60.93% will be proficient in Reading.
2009 (2009-2010)	59.00% of districts will meet AYP for Math, and 63.00% of district will meet AYP for Reading. 95.00% of children with IEPs will participate in assessment of Math and Reading. 62.13% of children with IEPs will be proficient in Math; 60.93% will be proficient in Reading.
2010 (2010-2011)	59.00% of districts will meet AYP for Math, and 63.00% of district will meet AYP for Reading. 95.00% of children with IEPs will participate in assessment of Math and Reading. 71.60% of children with IEPs will be proficient in Math; 70.67% will be proficient in Reading.

2011 **(2011-2012)**	59.00% of districts will meet AYP for Math, and 63.00% of district will meet AYP for Reading. 95.00% of children with IEPs will participate in assessment of Math and Reading. 71.60% of children with IEPs will be proficient in Math; 70.67% will be proficient in Reading.
2012 **(2012-2013)**	59.00% of districts will meet AYP for Math, and 63.00% of district will meet AYP for Reading. 95.00% of children with IEPs will participate in assessment of Math and Reading. 81.07% of children with IEPs will be proficient in Math; 80.40% will be proficient in Reading.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address assessment participation and/or proficiency. The OSDE-SES will also take the following steps:

1. Collaborate with other sections within the OSDE, including the office of Reading Sufficiency and the Office of Standards and Curriculum to provide professional development opportunities (FFY 2005 – FFY 2012)
2. Collaborate with the OAAP Advisory Council and OAAP Standard Setting Committee to review scoring procedures for OAAP (FFY 2005 – FFY 2012)
3. Provide training for LEAs on all assessment options (FFY 2005 – FFY 2012)
4. Provide technical assistance regarding appropriate accommodations and the use of accommodations on state assessments (FFY 2005 – FFY 2012)
5. Offer incentives to LEAs to establish mathematics computer labs for schools identified as in need of improvement (FFY 2005 – FFY 2012)
6. Offer incentives to LEAs to participate in reading initiatives (e.g., Payne Education Center) for schools identified as in need of improvement (FFY 2005 – FFY 2012)
7. Provide training for LEAs on aligning grade level concepts while still meeting the functional needs of students with significant cognitive disabilities (FFY 2005 – FFY 2012)
8. Request additional technical assistance and information from the SERRC on assessment strategies or policies from other (FFY 2005 – FFY 2012)
9. Request additional assistance from the NCEO, and other agencies, stakeholder groups, taskforces, and technical assistance providers listed in the SPP overview (FFY 2005 – FFY 2012)
10. Publicize assessment data on the OSDE-SES website by LEA as part of the district data profiles, where sample sizes allow(FFY 2005 – FFY 2012)
11. Provide training on assessment to student teachers and graduation special education majors. (FFY 2005 – FFY 2012)
12. Provide training to general education teachers on assessment and accommodations. (FFY 2005 – FFY 2012)

13. Provide training on assessment and portfolio development at First Year Special Education Teacher Academy. (FFY 2005 – FFY 2012)

14. Provide training on assessment and portfolio development to Institutes of Higher Education. (FFY 2005 – FFY 2012)

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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:

A. 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.

OSDE has defined "significant discrepancy" as a weighted risk ratio of suspension or expulsion of 2.5 or greater for students with disabilities compared to students in the general education classroom.

The state used a minimum "n" size requirement of 10 which results in seven districts excluded from the calculations.

In FFY 2004, the OSDE-SES obtained from each LEA a variety of student level data (i.e., 618 data) through the OSDE Special Education Data Report/Annual Performance Report system. This system allows the OSDE-SES staff to analyze data by district to determine the percent of districts with significant discrepancies between the rates of suspensions and expulsions for greater than 10 days in a school year for children with disabilities and children without disabilities.

The OSDE-SES applied a risk ratio to calculate the FFY 2004 baseline data regarding the percent of districts with significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year for children with disabilities and children without disabilities. The risk ratio compares the relative risk of suspension or expulsion by dividing the proportion of students receiving special education and related services who were suspended or expelled by the proportion of students not receiving special education and related services who were suspended or expelled. That is, a relative risk ratio of 1.0 suggests no discrepancy between the rates of suspensions and expulsions for students with disabilities and students without disabilities. The OSDE-SES has defined "significant discrepancy" as a risk ratio of 2.5 or greater (significantly higher rates) for students with disabilities compared to students in the general education curriculum. The risk ratio method was also used to calculate the FFY 2005 baseline data regarding the percent of districts with significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year for children with disabilities by race/ethnicity. Similarly, the OSDE-SES has defined "significant discrepancy" in rates of suspensions/expulsions by race/ethnicity as a risk ratio of 2.5 or greater.

The OSDE-SES determined that LEAs in which there is a significant discrepancy in the rates of suspensions/expulsions of children with disabilities (either in comparison to children without disabilities or by race/ethnicity) that is the result of inappropriate policies, procedures, and/or practices would be required to review, consistent with CFR § 300.170(b), and if appropriate, revise (or 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 FFY 2008, with broad stakeholder input, Oklahoma revised the targets for percent of LEAs that will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than ten days in a school year. Upon review, the previous targets identified in FFY 2007 were based on students who were suspended and/or expelled for greater than ten days in a school year statewide rather than LEAs who had a significant discrepancy. Oklahoma has decided to revise the targets for this indicator and adopt the targets previously identified in our FFY 2005 SPP. The targets set were not based on the appropriate measurement for this indicator, therefore, Oklahoma's performance and the expected targets were not comparable. In the baseline year (FFY 2004), 15.19% of LEAs in Oklahoma had significant discrepancies in rates of suspensions or expulsions between students with disabilities and students without disabilities. Oklahoma has determined that adopting the previously outlined targets in the SPP in 2005 that were based on the appropriate measurements, provides a more reliable measurement of the performance of LEAs in the area of significant discrepancies in rates of suspensions or expulsions between students with disabilities and students without disabilities.

Baseline Data for FFY 2004 (2004-2005) and FFY 2005 (2005-2006):

A. In FFY 2004, 1.12% of students with disabilities were suspended and/or expelled for greater than 10 days in a school year statewide, compared to 0.92% of students without disabilities, resulting in a risk ratio of suspension or expulsion of 1.22 (i.e., not a significant discrepancy statewide). In addition, 55 of 540 (10.19%) LEAs in Oklahoma have significant discrepancies in rates of suspensions or expulsions between students with disabilities and students without disabilities.

B. In FFY 2005, 0.69% of students with disabilities who were American Indian were suspended and/or expelled for greater than 10 days in a school year statewide, compared to 0.54% of students with disabilities who were Asian, 1.78% of students with disabilities who were Black, 0.44% of students with disabilities who were Hispanic, and 0.51% of students with disabilities who were White. This resulted in weighted risk ratios of 0.98, 0.77, 3.29, 0.61, and 0.50, respectively (i.e., a significant discrepancy in the rate of discipline for students with disabilities who were Black compared to students with disabilities from all other races). In addition, 66 of 543 LEAs (12.15%) had significant discrepancies in rates of suspensions or expulsions by race/ethnicity. However, in FFY 2005, there were no findings of LEA noncompliance related to discipline.

C. In FFY 2007, 10.02% of districts had a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year with IEPs. However, in FFY 2008, there were no findings of LEA noncompliance related to discipline.

Discussion of Baseline Data:

A. As a state, Oklahoma does not have a significant discrepancy in the rates of suspensions and expulsions for students with disabilities and students without disabilities. With the added requirement of the SPP to investigate significant discrepancies by LEA, the OSDE-SES found that 10.19% of LEAs have significant discrepancies in the rates of suspensions and expulsions.

B. As a state, Oklahoma has a significant discrepancy in the rates of suspensions and expulsions for students with disabilities who are Black (not Hispanic). With the added requirement of the SPP to investigate significant discrepancies by LEA, the OSDE-SES found that 12.15% of LEAs have significant discrepancies in the rates of suspensions and expulsions of students with disabilities by race/ethnicity.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A target for FFY 2005 is not applicable because we revised our baseline in the SPP submitted on February 1, 2008.

2006 (2006-2007)	2.41% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.
2007 (2007-2008)	1.91% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.
2008 (2008-2009)	11.19% of LEAs will have significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.
2009 (2009-2010)	10.19% 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.
2010 (2010-2011)	9.19% 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.
2011 (2011-2012)	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.
2012 (2012-2013)	7.19% 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.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address rates of suspensions and expulsions. The OSDE-SES will also take the following steps:

1. Provide a breakout session at the annual State Superintendent's Special Education Conference regarding behavioral interventions and/or manifestation determinations (FFY 2005-2012).
2. Provide a breakout session at the annual Alternative Education Conference regarding behavioral interventions, manifestation determinations, and/or discipline placement alternatives for students with disabilities (FFY 2005-2012).
3. Provide technical assistance to LEAs with significant discrepancies in rates of suspensions/expulsions on discipline placement alternatives for students with disabilities (FFY 2005-2012).
4. 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) (FFY 2005-2012).
5. Offer incentives for PBIS to LEAs for personnel training and professional development (FFY 2005-2012).
6. Request additional assistance from NCCRESt, OSPA, and other agencies, stakeholder groups, taskforces, and technical assistance providers listed in the SPP overview (FFY 2005-2012).
7. Publicize suspension and expulsion data on the OSDE-SES website by LEA as part of the district data profiles, where sample sizes allow (FFY 2005-2012).

8. 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 (FFY 2005-2012)

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

Monitoring Priority: FAPE in the LRE

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:

OSDE has defined "significant discrepancy" as a weighted risk ratio of suspension or expulsion of 2.5 or greater for students with disabilities by race or ethnicity within the same LEA.

The state used a minimum "n" size requirement of 10 which results in seven districts excluded from the calculation.

In FFY 2008, the OSDE-SES obtained from each LEA a variety of student level data (i.e., 618 data) through the OSDE Special Education Data Report/Annual Performance Report system. This system allows the OSDE-SES staff to analyze data by district to determine the percent of districts with significant discrepancies by race or ethnicity among the rates of suspensions and expulsions for greater than 10 days in a school year for children with disabilities.

The OSDE-SES applied a risk ratio to calculate the FFY 2008 baseline data regarding the percent of districts with significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year for children with disabilities by race and ethnicity. The risk ratio compares the relative risk of suspension or expulsion by dividing the proportion of students receiving special education and related services who were suspended or expelled by the proportion of students by race or ethnicity who were suspended or expelled. That is, a relative risk ratio of 1.0 suggests no discrepancy between the rates of suspensions and expulsions for students between race or ethnicity. The OSDE-SES has defined "significant discrepancy" as a risk ratio of 2.5 or greater (significantly higher rates) for students with disabilities compared by race or ethnicity. The risk ratio method was also used to calculate the FFY 2008 baseline data regarding the percent of districts with significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year for children with disabilities by race/ethnicity. Similarly, the OSDE-SES has defined "significant discrepancy" in rates of suspensions/expulsions by race/ethnicity as a risk ratio of 2.5 or greater.

The OSDE-SES 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 would be required to review, consistent with CFR § 300.170(b), and if appropriate, revise (or 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).

Baseline Data for FFY 2009 (using 2008-2009 data):

FFY	Measurable and Rigorous Target
2009 (using 2008-2009 data)	**0%**
2010 (using 2009-2010 data)	**0%**
2011 (using 2010-2011 data)	**0%**
2012 (using 2011-2012 data)	**0%**

For this indicator, report baseline data for the year before the reporting year *(FFY 2008 data)***.**

In FFY 2009, 8.85% (47 of 531) LEAs in Oklahoma had significant discrepancies in rates of suspensions or expulsions between students with disabilities and students without disabilities. However, in FFY 2009, there were no findings of LEA noncompliance related to discipline based on inappropriate policies, procedures and/or practices.

Discussion of Baseline Data:

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

Year	Total Number of LEAs*	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent**
FFY 2009 (using 2008-2009 data)	531	47	8.85%

*****Oklahoma has identified a minimum n size of 10. The "total number of LEAs" represents the number of districts that met the minimum n size.

4B(b). LEAs 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 LEAs*	Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, 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.	Percent**
FFY 2009 (using 2008-2009 data)	531	0	0%

*****Oklahoma has identified a minimum n size of 10. The "total number of LEAs" represents the number of districts that met the minimum n size.

Review of Policies, Procedures, and Practices The OSDE-SES determined through this review that none of the LEAs identified as having a significant discrepancy based on FFY 2008 data were significantly discrepant due to inappropriate policies, procedures, and/or practices. As reported in the FFY 2008 APR, the OSDE had no findings of noncompliance related to this indicator in FFY 2008.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address rates of suspensions and expulsions. The OSDE-SES will also take the following steps:

1. Provide a breakout session at the annual State Superintendent's Special Education Conference regarding behavioral interventions and/or manifestation determinations (FFY 2005-2012).
2. Provide a breakout session at the annual Alternative Education Conference regarding behavioral interventions, manifestation determinations, and/or discipline placement alternatives for students with disabilities (FFY 2005-2012).
3. Provide technical assistance to LEAs with significant discrepancies in rates of suspensions/expulsions on discipline placement alternatives for students with disabilities (FFY 2005-2012).
4. 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) (FFY 2005-2012).
5. Offer incentives for PBIS to LEAs for personnel training and professional development (FFY 2005-2012).
6. Request additional technical assistance and information from the SERRC on strategies for reducing rates of significant discrepancies or policies from other states (FFY 2005-2012).
7. Request additional assistance from NCCRESt, OSPA, and other agencies, stakeholder groups, taskforces, and technical assistance providers listed in the SPP overview (FFY 2005-2012).
8. Publicize suspension and expulsion data on the OSDE-SES website by LEA as part of the district data profiles, where sample sizes allow (FFY 2005-2012).
9. 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 (FFY 2005-2012).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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.

Overview of Issue/Description of System or Process:

In FFY 2004, the OSDE-SES obtained from each LEA a variety of student level data (i.e., 618 data) through the OSDE Special Education Child Count system. The OSDE Special Education Child Count System allows the OSDE-SES staff to analyze data to determine the use of educational environments by district using a web-based system.

Baseline Data for FFY 2004 (2004-2005):

	Percent of Children with Disabilities					
Educational Environment	1999	2000	2001	2002	2003	2004
Outside Regular Class < 21% of Day	47.41%	46.84%	46.68%	46.55%	47.12%	48.04%
Outside Regular Class > 60% of Day	12.07%	12.28%	12.00%	11.42%	11.10%	10.44%
Separate School/Facility	1.51%	1.58%	1.84%	2.29%	2.47%	1.74%

Discussion of Baseline Data:

As the data show for FFY 2004, 48.04% of students with disabilities were outside the regular class less than 21% of the day (an increase of 0.92% from the previous year of 47.12%). In addition, 10.44% of students with disabilities were outside the regular class more than 60% of the day (a decrease of 0.66% from the previous year of 11.10%).

Finally, 1.74% of students with disabilities received special education and related services in separate schools or facilities (a decrease of 0.73% from the previous year of 2.47%).

Effective FFY 2006, the USDE-OSEP changed the requirements of 618 data reporting of educational environments such that students that were parentally placed in a private school or served in a correctional facility were no longer counted in other educational environments (i.e., "private school" and "correctional facility" became separate educational environment categories). With this change, students previously reported as served in general education are now reported as separate schools/facilities. Thus, following the recommendations of broad stakeholder input, the OSDE-SES reestablished the baseline based on that definition and revised the targets for 5C to be more rigorous and to more accurately reflect the current data.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	48.54% of students with disabilities will be outside the Regular Class < 21% of the day. 10.34% of students with disabilities will be outside the Regular Class > 60% of the day. 1.69% of students with disabilities will be in Separate Schools/Facilities. (Based on FFY 2004 baseline)
2006 (2006-2007)	49.04% of students with disabilities will be outside the Regular Class < 21% of the day. 10.24% of students with disabilities will be outside the Regular Class > 60% of the day. 1.64% of students with disabilities will be in Separate Schools/Facilities. (Based on FFY 2004 baseline)
2007 (2007-2008)	49.54% of students with disabilities will be inside the Regular Class at least 80% of the day. 10.14% of students with disabilities will be inside the Regular Class 40-79% of the day. 1.85% of students with disabilities will be in Separate Schools/Facilities. (Based on FFY 2006 baseline)
2008 (2008-2009)	50.04% of students with disabilities will be inside the Regular Class at least 80% of the day. 10.04% of students with disabilities will be inside the Regular Class 40-79% of the day. 1.85% of students with disabilities will be in Separate Schools/Facilities.
2009 (2009-2010)	50.54% of students with disabilities will be inside the Regular Class at least 80% of the day. 9.94% of students with disabilities will be inside the Regular Class 40-79% of the day.

	1.85% of students with disabilities will be in Separate Schools/Facilities.
2010 (2010-2011)	51.04% of students with disabilities will be inside the Regular Class at least 80% of the day. 9.84% of students with disabilities will be inside the Regular Class 40-79% of the day. 1.85% of students with disabilities will be in Separate Schools/Facilities.
2011 (2011-2012)	51.04% of students with disabilities will be inside the Regular Class at least 80% of the day. 9.84% of students with disabilities will be inside the Regular Class 40-79% of the day. 1.85% of students with disabilities will be in Separate Schools/Facilities.
2012 (2012-2013)	51.04% of students with disabilities will be inside the Regular Class at least 80% of the day. 9.84% of students with disabilities will be inside the Regular Class 40-79% of the day. 1.85% of students with disabilities will be in Separate Schools/Facilities.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address School Age LRE. In addition, the Focused Monitoring Stakeholder Group has selected LRE (specifically, the percent of students with disabilities outside the regular class < 21% of the day) as a focused monitoring priority for FFY 2006 (based on FFY 2005 data); thus, the OSDE-SES will monitor the progress of both local efforts and statewide initiatives through focused monitoring activities for FFY 2006. Finally, the OSDE-SES will also take the following steps:

1. Collaborate with representatives of higher education regarding instruction to teachers in the regular classroom about services to students with special needs (FFY 2005 – FFY 2012).
2. Provide breakout sessions at the Language Arts, Reading First, Math/Science, and Title II/III Conferences regarding instruction to students with disabilities in the regular classroom (FFY 2005 – FFY 2012) Provide professional development for special education and general education teachers on how to successfully implement various co-teaching models in the general education classroom. (FFY 2005 – FFY 2012).
3. Request additional technical assistance and information from the SERRC on strategies for improving LRE or policies from other states (FFY 2005 – FFY 2012).
4. Request technical assistance and information from national centers, the Access Center, Learning Disabilities Association of Oklahoma (LDAO), Oklahoma Assistive Technology Center (OATC), the Risk Pool Stakeholder Group, and the Oklahoma University Health Science Center (OUHSC) Child Study Center, or any other agencies that could provide support on strategies for improving School Age LRE. (FFY 2005 – FFY 2012).
5. Provide training and technical assistance on collaboration, consultation, and co-teaching as it applies to LRE on an individual basis. (FFY 2010-2012).
6. Provide training to special education professionals to identify the LRE (continuum of placement) for each student. (FFY 2010-2012).
7. Publicize school age LRE data on the OSDE-SES website by LEA as part of the district data profiles, where sample sizes allow (FFY 2005 – FFY 2012).

8. 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 (FFY 2005 – FFY 2012).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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.

Overview of Issue/Description of System or Process:

In FFY 2004, the OSDE-SES obtained from each LEA a variety of student level data (i.e., 618 data) through the OSDE Special Education Child Count System. The OSDE Special Education Child Count System allows the OSDE-SES staff to analyze data to determine the use of educational environments by district using a web-based system.

Baseline Data for FFY 2004 (2004-2005):

In FFY 2004, 66.22% of preschool students with disabilities were served in programs for typically developing peers (including early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Discussion of Baseline Data:

As the data show for FFY 2004, the percent of preschool students with disabilities in early childhood settings (i.e., in programs with typically developing peers) was 66.22%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).
2006	67.22% of preschool students with disabilities will be served in early childhood settings (i.e.,

(2006-2007)	programs for typically developing peers).
2007 (2007-2008)	67.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).
2008 (2008-2009)	68.22% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).
2009 (2009-2010)	68.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).
2010 (2010-2011)	69.22% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).
2011 (2011-2012)	
2012 (2012-2013)	

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address preschool LRE. In addition, the OSDE-SES will also take the following steps:

1. Determine a plan for curriculum training for general education teachers about how to teach special education students in the programs for typically developing peers, as well as provisions of technical assistance to both general education and special education teachers regarding LRE (by December 2006).
2. Collaborate with the OSDE Office of Early Childhood/Family Education regarding services for preschool students with disabilities (by June 2007).
3. Through discussions with LEAs, examination of documentation of placements, examination of other existing information (e.g., findings from formal written complaints or due process complaints), and focused monitoring site visits (if/when appropriate), determine in which LEAs additional technical assistance and/or training is needed, as well as in which LEAs it is necessary to revise policies, practices, and/or procedures regarding the placement of children with disabilities (by December 2006).
4. Provide technical assistance to LEAs to revise their policies, practices, and/or procedures of identifying children with disabilities (by December 2006).
5. Request additional technical assistance and information from the SERRC on strategies for improving preschool LRE or policies from other states (by June 2006).
6. Request additional assistance from the Access Center, the ECO Center, NECTAC, OATC, and other agencies, stakeholder groups, taskforces, and technical assistance providers listed in the SPP overview (by June 2006).
7. Publicize school age preschool data on the OSDE-SES website by LEA as part of the district data profiles, where sample sizes allow (by September 2006).

8. 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 (by June 2006).
9. Repeat collaboration, provision of technical assistance, personnel development activities, publication of district data profiles, and provision of data collection and reporting workshops annually (FFY 2005 – FFY 2010).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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:
Positive social-emotional skills (including social relationships);
B.Acquisition and use of knowledge and skills (including early language/communication and early literacy
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 = [(# of preschool children who did not i

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# 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 = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# 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 = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

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.

Overview of Issue/Description of System or Process:

The OSDE-SES established a task force to review existing measurement/assessment tools for early childhood outcomes. The task force included participants from Part C (SoonerStart), the IDEA Part B Advisory Panel, Head Start, the Part C Quality Assurance Stakeholder Group, both rural and urban LEAs, the OSDE Office of Early Childhood/Family Education, and the OSDE Office of Accountability and Assessment. Following the recommendations of the task force, the OSDE-SES adopted the Child Outcomes Summary Form (COSF) and scoring recommendations developed by the Early Childhood Outcomes (ECO) Center (e.g., "comparable to same-aged peers" is a score of "6" or "7" on the COSF).

Beginning July 1, 2006, the OSDE-SES required all LEAs to complete the COSF for all students entering preschool services at the LEA and for all students exiting preschool special education services (either by leaving the LEA, returning to regular education, or through the student's 6th birthday) who have been receiving preschool special education services at the LEA for at least six months. The summary ratings from the COSF are collected annually through the OSDE Special Education Child Count System. Entry data regarding the percent of preschool students with IEPs functioning at levels comparable to same-aged peers (to represent FFY 2005) were collected on students entering preschool special education services from July 1, 2006, through September 30, 2006.

Beginning May 2011, Oklahoma selected Early Childhood Outcomes as the results component for the OSEP verification to occur in August 2011. During the review of data for the results component, Oklahoma determined that previous baseline data was determined to not be reliable due to the individuals reporting the data not being fully knowledgeable of the COSF ratings. This review consisted of a Focus Monitoring in the areas of Early Childhood Outcomes. Since the review of data, Oklahoma has provided numerous trainings on the COSF to increase the knowledge of the educators completing the ratings. Oklahoma has determined the projected targets in the previous SPP are not valid and has determined to identify new baseline data and targets. Oklahoma established an ECO stakeholder group and based on their recommendations new targets have been set for Indicator 7. Additionally, attached is the results plan for this indicator as identified from our result visit.

Baseline Data for FFY 2010 (2010-2011):

Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	32	0.9%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	269	8.0%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	1152	34.1%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1291	38.2%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	633	18.7%
Total	3377	100%
Acquisition and use of knowledge and skills (including early language/communication and early literacy):		
a. Percent of children who did not improve functioning	40	1.2%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-	278	8.2%

aged peers		
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	1169	34.7%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1279	37.9%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	606	18%
Total	3372	100%
Use of appropriate behaviors to meet their needs:		
a. Percent of children who did not improve functioning	31	0.9%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	213	6.3%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	753	22.3%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1464	43.4%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	913	27.1%
Total	3374	100%

Summary Statements	FFY 2010 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)	
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	89.0%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	57.0%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
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	88.5%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	55.9%
Outcome C: Use of appropriate behaviors to meet their needs	
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	90.1%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the	70.5%

program	

Discussion of Baseline Data:

For FFY 2010, entry and exit information was collected on three to six year olds on an IEP for a total of 8,312 (i.e., all preschool students entering special education services within an LEA). Data shown exclude: children with service less than six months, those missing entry or exit dates, children with no information about child's progress at exit, and situations where entry and exit data generated impossible progress category combinations. Useable data was collected on 3,377 children.

Measurable and Rigorous Target:

Oklahoma, with broad stakeholder input, has set the targets for early childhood outcomes based on the analysis of the baseline data. Oklahoma has utilized a two year moving average to determine the targets.

Summary Statements	Targets FFY 2011 (% of children)	Targets FFY 2012 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
3. 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	90.0%	91.0%
4. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	58.0%	59.0%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
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	89.0%	90.0%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	57.0%	58.0%
Outcome C: Use of appropriate behaviors to meet their needs		
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	91.0%	92.0%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	71.0%	72.0%

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address early childhood outcomes. In addition, the OSDE-SES will also take the following steps:

1. Collaborate with the OSDE Office of Early Childhood/Family Education regarding services for preschool students with disabilities, including strategies for teaching preschool students with developmental delays (FFY 2010 – FFY 2012).

2. Provide training through Statewide Training early childhood outcomes for Part C staff, Part B staff, and parents (FFY 2010-2012).
3. Provide technical assistance to LEAs regarding the identification, placement, and services available to preschool students with disabilities (FFY 2010 – FFY 2012).
4. Request information and technical assistance from resource and specialty centers on strategies for improving early childhood outcomes or policies from other states. (FFY 2010 – FFY 2012).
5. Request additional assistance from the Access Center, the ECO Center, NECTAC, OATC, and other agencies, stakeholder groups, taskforces, and technical assistance providers listed in the SPP overview (FFY 2010 – FFY 2012).
6. Publicize preschool outcome data on the OSDE-SES website by LEA as part of the district data profiles, where sample sizes allow (FFY 2010 – FFY 2012).
7. 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 (FFY 2010 – FFY 2012).
8. Develop a plan (e.g., public service announcements) to expand the knowledge base and range of audiences (pediatricians) regarding Child Find. (FFY 2010-2012).

Part B State Performance Plan (SPP) for 2005-2012
Overview of the State Performance Plan Development:

See Indicator 1

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.

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

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.

Overview of Issue/Description of System or Process:

The OSDE-SES collected information regarding parent involvement by surveying all parents of children with disabilities, ages three through 21, receiving special education and related services. For FFY 2005, each LEA received copies of the parent survey developed by the National Center for Special Education Accountability Monitoring (NCSEAM; see Attachment 2) as well as postage paid business reply envelopes to return the surveys to the OSDE-SES based on their December 1, 2005, child counts. LEAs were given instructions to disseminate the surveys and envelopes to all parents of students with disabilities served by the LEA. Spanish, Vietnamese, and large print versions of the survey were also available upon request. Beginning in FFY 2006, the OSDE-SES will require each LEA to provide parents with a copy of the parent survey and a business reply envelope at each annual team meeting.

The OSDE-SES collected, entered, and analyzed the results of the surveys, which were returned anonymously. Based on the recommendations of the SPP/APR stakeholder group and the IDEA Part B Advisory Panel, each survey with an average score of 3.5 or higher using the 6-point Likert scale (1 = very strongly disagree and 6 = very strongly agree) for the items in the "Schools' Efforts to Partner with Parents" subscale was counted as indicating overall agreement that schools facilitate parent involvement as a means of improving services and results for children with disabilities.

Baseline Data for FFY 2005 (2005-2006):

In FFY 2005, 10,635 (11.01%) of the 96,602 surveys distributed to parents of students with disabilities were returned. Of the returned surveys, 8,732 (82.11%) of parents reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Discussion of Baseline Data:

For FFY 2005, 11.01% of the surveys distributed to parents of students with disabilities were returned to the OSDE-SES by June 30, 2006, and were included in the FFY 2005 analyses. These surveys were representative of all students with disabilities by race/ethnicity (*note:* the statewide data system does not yet allow for the race/ethnicity category "multiracial" which may account for any differences in the rates reported). Of the returned surveys, 63.40% of parents reported that their children with disabilities were White, 6.33% were Black, 3.45% were Hispanic, 0.71% were Asian, and 15.24% were American Indian (compared to 62.74%, 12.99%, 6.15%, 0.96%, and 17.16% of the students with disabilities reported on the December 1, 2005, child count, respectively). An additional 6.82% indicated "multiracial" or marked more than one race, and 4.05% did not indicate a race/ethnicity category.

Although the surveys were also generally representative of primary disability categories, conclusions based on the primary disability category of the student should be noted with caution. That is, for many of the surveys, parents failed to "bubble one only" primary disability category or created their own categories in the margins of the survey. Of the returned surveys, 4.70% of parents reported that their children's primary disability category was Autism, 0.09% was Deaf-Blindness, 0.53% was Deafness, 12.66% was Developmental Delay, 3.71% was Emotional Disturbance, 0.94% was Hearing Impaired, 4.28% was Mental Retardation, 6.90% was Multiple Disabilities, 0.62% was Orthopedic Impairment, 5.43% was Other Health Impairment, 30.10% was Specific Learning Disability, 16.08% was Speech Language Impairment, 0.75% was Traumatic Brain Injury, and 0.85% was Visual Impairment. An additional 12.36% did not indicate a primary disability category (compared to 1.48%, 0.03%, 0.28%, 13.02%, 5.30%, 0.67%, 6.87%, 1.58%, 0.46%, 7.63%, 48.28%, 13.66%, 0.28%, and 0.44% of the students with disabilities reported on the December 1, 2005, child count, respectively).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	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.
2006 (2006-2007)	85.50% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2007 (2007-2008)	87.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2008 (2008-2009)	88.50% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2009 (2009-2010)	90.00% 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.
2010 (2010-2011)	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.
2011 (2011-2012)	85.50% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2012 (2012-2013)	87.00% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address parent involvement. In addition, the OSDE-SES will also take the following steps:

1. Provide technical assistance and resources (through mail, e-mail, telephone technical assistance, and continual postings on the OSDE-SES Web site) to LEAs on methods of increasing response rates. (FFY 2010-2012).
2. Recognize LEAs with above-average return rates and reports of facilitating parent involvement through a special article in the SEA newsletter (*Special EDition*). (FFY 2010-2012).
3. Request information and technical assistance from resource and specialty centers. (FFY 2010-2012).
4. Request additional assistance from the Oklahoma Parent Training and Information Center and other agencies, stakeholder groups, taskforces, and technical assistance providers listed in the SPP overview (by December 2007).
5. Publicize parent involvement data on the OSDE-SES website by LEA as part of the district data profiles, where sample sizes allow (FFY 2007-2012).
6. Mail parent surveys to the LEAs in two shipments both spring and fall.
7. Write articles for the Oklahoma Family Network (OFN) and the Oklahoma Parent Center Newsletters on the importance of completing the survey. (FFY 2010-2012).
8. Participate in community outreach for parents. For example, cooperative activities with the Joining Forces Group and participation in their annual conference. (FFY 2010-2012).
9. Examine and the possibility of adding information concerning identifiable information about the parent or student, wording of questions, and the addition of T.A. telephone number. (FFY 2010-2012).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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.

The OSDE has defined "disproportionate representation" as a risk ratio of identification of less than or equal to 0.5 (underrepresentation) or 2.5 or greater (overrepresentation). When disproportionate representation is determined for a district, the OSDE will conduct a multi-layer analysis to determine if the disproportionate identification is the result of inappropriate identification.

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation is identified (consider both over and underrepresentation) of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008 reporting period, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

The state used a minimum "n" size requirement of 10 which results in seven districts excluded from the calculations.

Overview of Issue/Description of System or Process:

In FFY 2004, the OSDE-SES obtained from each LEA a variety of student level data (i.e., 618 data) through the OSDE Special Education Child Count system. The OSDE Special Education Child Count system allows the OSDE-SES staff to analyze data by district to determine the occurrence of disproportionate representation of racial or ethnic groups in special education and related services. In FFY 2004, the OSDE-SES applied a risk ratio to calculate baseline data regarding the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services.

The risk ratio method compares the relative risk of identification for each race or ethnicity by dividing the proportion of students who are of a specific race or ethnicity who are receiving special education and related services (i.e., the risk of identification for that race or ethnicity) by the proportion of students who are of all other races and ethnicities who are receiving special education and related services (i.e., the risk of identification for all other races and ethnicities). Thus, a relative risk ratio of 1.0 suggests a perfectly proportionate representation of the racial or ethnic group receiving special education and related services. The OSDE-SES has defined

"disproportionate representation" as a risk ratio of less than or equal to 0.5 (underrepresentation) or 2.5 or greater (overrepresentation) for each race or ethnicity.

To determine if the disproportionate representation was the result of inappropriate identification, the OSDE-SES formalized a multi-layer analysis. First, LEAs evidencing disproportionate representation by race or ethnicity will be flagged for an OSDE-SES review of policies and practices to determine if the disproportionate representation was the result of inappropriate identification. These LEAs will be required to submit to the OSDE-SES copies of any official pre-referral, evaluation, and eligibility procedures not established by the OSDE-SES. The OSDE-SES will review this documentation for appropriateness and compliance with the IDEA. Following this review, LEAs who submit incomplete or inappropriate documentation will be asked to complete telephone interviews regarding the procedures. If compliance cannot be determined through documentation submitted by the LEA or telephone interviews with the LEA, the OSDE-SES will conduct an on-site investigation. For LEAs whose disproportionate representation is determined to be the result of inappropriate identification, the OSDE-SES may include in the corrective action plan a requirement of the LEA to reevaluate all students within the race/ethnicity. LEAs may also be required to establish appropriate referral, evaluation, and eligibility procedures.

Baseline Data for FFY 2005 (2005-2006):

In FFY 2005, risk ratios indicated that there was no disproportionate representation in the identification of students as students with disabilities statewide (see below). Three hundred fifty-eight of 540 LEAs (66.30%) evidenced disproportionate representation by race/ethnicity. Two hundred twenty-one of the LEAs evidenced only underidentification (i.e., they were not disproportionate due to overidentification). The remaining 137 LEAs evidenced overidentification (and may also have evidenced underidentification). The multi-layer analysis found that none (0%) of the LEAs had disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification (*note: three LEAs were not included in the analysis because they are state facilities housing only special education students; thus, they do not participate in the identification of students as students with disabilities).*

Disproportionality in Eligibility for Special Education by Race/Ethnicity

	Child Count	Enrollment	Risk Ratio
American Indian	16,580	120,074	0.89
Asian	927	10,617	0.57
Black (not Hispanic)	12,545	69,037	1.22
Hispanic	5,942	56,344	0.67
White (not Hispanic)	60,607	378,330	1.14

Discussion of Baseline Data:

As the data show for FFY 2005, there was no disproportionate representation of racial and ethnic groups in special education and related services statewide. In addition, no LEAs evidenced disproportionate representation by race/ethnicity that was the result of inappropriate identification (as documented through a multi-layer analysis any official pre-referral, evaluation, and eligibility procedures not established by the OSDE-SES used by the LEAs).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.
2006	0% of LEAs will have disproportionate representation that is the result of inappropriate

(2006-2007)	identification.
2007 (2007-2008)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.
2008 (2008-2009)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.
2009 (2009-2010)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.
2010 (2010-2011)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.
2011 (2011-2012)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.
2012 (2012-2013)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.

Improvement Activities/Timelines/Resources (through 2012):

1. Require LEAs with disproportionate representation that is the result of inappropriate identification to correct the noncompliance within one year. The OSDE-SES may include in the corrective action plan a requirement of the LEA to reevaluate all students within the race/ethnicity. LEAs may also be required to establish appropriate referral, evaluation, and eligibility procedures (FFY 2005- 2012).
2. Provide technical assistance to LEAs regarding Response to Intervention (RtI) and its use in the identification of students with specific learning disabilities (FFY 2005- 2012).
3. Provide LEAs with feedback of their enrollment, child count, and risk ratios by race/ethnicity as part of the disproportionality summaries (FFY 2005- 2012).
4. Publicize the status of disproportionality that is the result of inappropriate identification data on the OSDE-SES website by LEA as part of the district data profiles (FFY 2005- 2012).
5. Provide technical assistance to LEAs regarding Response to Intervention (RtI) and its use in the identification of students with specific learning disabilities. (FFY 2008- 2012).
6. 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 (FFY 2008-2012).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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.

The OSDE has defined "disproportionate representation" as a risk ratio of identification of less than or equal to 0.5 (underrepresentation) or 2.5 or greater (overrepresentation). When disproportionate representation is determined for a district, the OSDE will conduct a multi-layer analysis to determine if the disproportionate identification is the result of inappropriate identification.

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and under representation) of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

The state used a minimum "n" size requirement of 10 which results in seven districts excluded from the calculations.

Overview of Issue/Description of System or Process:

In FFY 2004, the OSDE- SES obtained from each LEA a variety of student level data (i.e., 618 data) through the OSDE Special Education Child Count System. The OSDE Special Education Child Count System allows the OSDE-SES staff to analyze data by district to determine the occurrence of disproportionate representation of racial or ethnic groups in special education and related services. In FFY 2004, the OSDE-SES applied a risk ratio to calculate baseline data regarding the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services.

The risk ratio method compares the relative risk of identification for each race/ethnicity by dividing the proportion of students who are of a specific race or ethnicity who are receiving special education and related services (i.e., the risk of identification for that race/ethnicity) for each disability category by the proportion of students who are of all other races/ethnicities who are receiving special education and related services (i.e., the risk of identification for all other races/ethnicities) for the disability category. Thus, a relative risk ratio of 1.0 suggests a perfectly proportionate representation of the racial/ethnic group receiving special education and related services for the disability category. The OSDE-SES has defined "disproportionate representation" as a risk ratio of less than or equal to 0.5 (underrepresentation) or 2.5 or greater (overrepresentation) for each race/ethnicity.

To determine if the disproportionate representation was the result of inappropriate identification, the OSDE-SES formalized a multi-layer analysis. First, LEAs evidencing disproportionate representation by race or ethnicity will be flagged for an OSDE-SES review of policies and practices to determine if the disproportionate representation was the result of inappropriate identification. These LEAs will be required to submit to the OSDE-SES copies of any official pre-referral, evaluation, and eligibility procedures not established by the OSDE-SES. The OSDE-SES will review this documentation for appropriateness and compliance with the IDEA. Following this review, LEAs who submit incomplete or inappropriate documentation will be asked to complete telephone interviews regarding the procedures. If compliance cannot be determined through documentation submitted by the LEA or telephone interviews with the LEA, the OSDE-SES will conduct an on-site investigation. For LEAs whose disproportionate representation is determined to be the result of inappropriate identification, the OSDE-SES may include in the corrective action plan a requirement of the LEA to reevaluate all students within the race/ethnicity. LEAs may also be required to establish appropriate referral, evaluation, and eligibility procedures.

Baseline Data for FFY 2005 (2005-2006):

In FFY 2005, risk ratios indicated that there was no disproportionate representation in the identification of students as students with disabilities statewide (see below). Five hundred thirty-seven of 540 LEAs (99.44%) evidenced disproportionate representation by race/ethnicity. Thirty-four of the LEAs evidenced only underidentification (i.e., they were not disproportionate due to overidentification). The remaining 503 LEAs evidenced overidentification (and may also have evidenced underidentification). The multi-layer analysis found that none (0%) of the LEAs had disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification (*note: three LEAs were not included in the analysis because they are state facilities housing only special education students; thus, they do not participate in the identification of students as students with disabilities).*

Disproportionality in Eligibility for Special Education by Race/Ethnicity

	Child Count	Enrollment	Risk Ratio*
American Indian	16,580	120,074	0.89
Speech Language Impairments	2,367		0.94
Serious Emotional Disturbance	731		0.73
Other Health Impaired	1,144		0.77
Specific Learning Disability	8,572		0.97
Autism	176		0.59
Mental Retardation	1,078		0.83
Asian	927	10,617	0.57
Speech Language Impairments	157		0.68
Serious Emotional Disturbance	28		0.33
Other Health Impaired	55		0.40
Specific Learning Disability	384		0.48
Autism	34		1.40
Mental Retardation	64		0.54
Black (not Hispanic)	12,545	69,037	1.22
Speech Language Impairments	1,131		0.75
Serious Emotional Disturbance	809		1.52
Other Health Impaired	730		0.89
Specific Learning Disability	6,663		1.35
Autism	145		0.37
Mental Retardation	1,506		2.39
Hispanic	5,942	56,344	0.67
Speech Language Impairments	814		0.66
Serious Emotional Disturbance	158		0.34

Other Health Impaired	227		0.34
Specific Learning Disability	3,281		0.77
Autism	60		1.18
Mental Retardation	420		0.69
White (not Hispanic)	60,607	378,330	1.14
Speech Language Impairments	8,725		1.34
Serious Emotional Disturbance	3,394		1.32
Other Health Impaired	5,219		1.66
Specific Learning Disability	27,740		1.00
Autism	1,019		1.66
Mental Retardation	3,572		0.80

Discussion of Baseline Data:

As the data show for FFY 2005, there was no disproportionate representation of racial and ethnic groups in special education and related services statewide. In addition, no LEAs evidenced disproportionate representation by race/ethnicity that was the result of inappropriate identification (as documented through a multi-layer analysis any official pre-referral, evaluation, and eligibility procedures not established by the OSDE-SES used by the LEAs).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.
2006 (2006-2007)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.
2007 (2007-2008)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.
2008 (2008-2009)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.
2009 (2009-2010)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.
2010 (2010-2011)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.
2011 (2011-2012)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.
2012 (2012-2013)	0% of LEAs will have disproportionate representation that is the result of inappropriate identification.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address disproportionate identification. The OSDE-SES will also take the following steps:

1. Require LEAs with disproportionate representation that is the result of inappropriate identification to correct the noncompliance within one year. The OSDE-SES may include in the corrective action plan a requirement of the LEA to reevaluate all students within the race/ethnicity. LEAs may also be required to establish appropriate referral, evaluation, and eligibility procedures (FFY 2005- 2012).
2. Provide technical assistance to LEAs regarding Response to Intervention (RtI) and its use in the identification of students with specific learning disabilities (FFY 2005- 2012).
3. Provide LEAs with feedback of their enrollment, child count, and risk ratios by race/ethnicity as part of the disproportionality summaries (FFY 2005- 2012).
4. Publicize the status of disproportionality that is the result of inappropriate identification data on the OSDE-SES website by LEA as part of the district data profiles (FFY 2005- 2012).

Part B State Performance Plan (SPP) for 2005-2012
Overview of the State Performance Plan Development:

See Indicator 1

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:

# of children for whom parental consent to evaluate was received.
# of 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.

Overview of Issue/Description of System or Process:

In FFY 2005, the OSDE-SES obtained from each LEA a variety of student level data (i.e., 618 data) through the OSDE Special Education Child Count System, including information regarding the timeliness of evaluations and eligibility determinations. The OSDE Special Education Child Count System allowed the OSDE-SES staff to analyze data to determine timeliness of evaluations and eligibility determinations by district using a web-based system.

Baseline Data for FFY 2005 (2005-2006):

In FFY 2005, 18,991 of 20,956 (90.62%) children with parental consent to evaluate were evaluated and eligibility was determined within 60 calendar days. In addition, 354 were late because the student with a disability changed districts prior to eligibility determination, and 249 were late because the parent(s) failed or refused to provide the child for an eligibility determination (acceptable exceptions under 34 CFR § 300.301(d)). Of those not completed within 60 calendar days, an additional 386 days was the greatest number of days needed beyond the required timeline to complete the evaluation and determine eligibility.

Discussion of Baseline Data:

As the data show for FFY 2005, 90.89% of children with parental consent to evaluate were evaluated and eligibility was determined within 60 calendar days or had eligibility determinations that were late due to exceptions noted as acceptable reasons by the IDEA of 2004.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 days.

2006 (2006-2007)	100% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 days.
2007 (2007-2008)	100% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 days.
2008 (2008-2009)	100% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 days.
2009 (2009-2010)	100% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 days.
2010 (2010-2011)	100% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 days.
2011 (2011-2012)	100% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 days.
2012 (2012-2013)	100% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 days.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address child find. The OSDE-SES will also take the following steps:

1. Require LEAs exceeding the 60 calendar day timeline to correct the noncompliance within one year. LEAs may also be required to establish appropriate referral, evaluation, and eligibility procedures (FFY 2005-2012).
2. Provide technical assistance to LEAs needing to revise their policies, practices, and/or procedures of identifying children with disabilities (FFY 2005-2012).
3. Provide technical assistance to LEAs regarding effective pre-referral strategies and the evaluation process (FFY 2005-2012).
4. Provide tuition reimbursement for students attending masters' level school psychology programs within Oklahoma to increase the number of qualified examiners in the state (FFY 2005-2012).
5. Provide annual bonuses to Nationally Board Certified school psychologists to increase the number of qualified examiners in the state (FFY 2005-2012).
6. Publicize evaluation/eligibility timeline data on the OSDE-SES website by LEA as part of the district data profiles (FFY 2005-2012).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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:
# of children who have been served in Part C and referred to Part B for Part B eligibility determination.
# of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
# of those found eligible who have an IEP developed and implemented by their third birthdays.
# of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
# 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.

Overview of Issue/Description of System or Process:

In FFY 2004, the OSDE-SES reviewed information regarding the number of children exiting Part C. This information was compared to children reported for Part B through the OSDE Special Education Child Count system to determine the percent of children referred by Part C, were found eligible for Part B, and had an IEP developed and implemented by their third birthday as well as the reason for delays. Because the OSDE-SES recognizes that this system (i.e., comparisons between two separate databases) is tedious and error-prone, the OSDE-SES is developing data fields to capture this information within the Part B OSDE Special Education Child Count system. The OSDE Special Education Child Count System will allow the OSDE-SES staff to analyze data to determine the percent of children referred by Part C, were found eligible for Part B, and had an IEP developed and implemented by their third birthday by school district using a web-based system.

In addition, in FFY 2004, 52 LEAs were chosen for an on-site monitoring visit, which includes a thorough examination of compliance with early childhood transition procedures. The selection process for determining which LEA receives an on-site monitoring visit includes, 1) concerns raised through the review of information submitted by the LEA through the Special Education Child Count system; 2) concerns raised through communication with parents, district personnel, and/or advocates; and 3) random selection. Information gathered from on-site monitoring visits provide OSDE-SES with the range of days beyond the third birthday when eligibility was determined.

Baseline Data for FFY 2004 (2004-2005):

In FFY 2004, 85.33% of children referred from Part C to Part B who were found eligible for services had an IEP developed and implemented by their third birthday (see table below).

Transition from Part C to Part B	Children with Disabilities Referred from Part C to Part B Number of children
Referred to Part B	1,329
Determined not eligible; determination completed before 3rd birthday	323
Determined eligible; IEP completed on or before 3rd birthday	727
Determined eligible; IEP pending on 3rd birthday	125
Determined eligible; parent declined services	154

Discussion of Baseline Data:

In FFY 2004, 1,329 children were referred from Part C to Part B. Of these, 323 were found not eligible for Part B services (the determination was completed before the child's third birthday). Of the remaining 1,006 children, 727 had an IEP developed and implemented by their third birthday. For children determined eligible whose IEP was pending (i.e., no evidence of implementation) on their third birthday, development and implementation ranged from 3 to 23 days (M = 13.00, SD = 14.14) beyond their third birthdays (based on on-site monitoring visit findings). It is important to note, however, that parents declined services for 15.31% of children found eligible for Part B services. The OSDE-SES does not currently collect information regarding reasons parents decline services for these children.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.
2006 (2006-2007)	100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.
2007 (2007-2008)	100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.
2008 (2008-2009)	100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.
2009 (2009-2010)	100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.
2010 (2010-2011)	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.

2011 (2011-2012)	100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.
2012 (2012-2013)	100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address early childhood transition. In addition, the OSDE-SES will also take the following steps:

1. Require LEAs with children referred by Part C and who are found eligible for Part B who do not have an IEP developed and implemented by the third birthday to correct the noncompliance within one year. LEAs may also be required to establish appropriate referral, evaluation, and eligibility procedures (FFY 2005-2012).
2. Provide breakout sessions on early childhood transition (overviews of federal and state laws regarding early childhood transition, as well as strategies on best practices to ensure timely and effective transitions) at the Speech/Language Pathology and Early Childhood Conference, and the State Superintendent's Conference for Special Education Directors and Teachers, and the Counselors Only Conference. (FFY 2005-2012).
3. Request information and technical assistance from resource and specialty centers such as national centers, the ECO Center, NECTAC, 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. (FFY 2005-2012).
4. Publicize early childhood transition data on the OSDE-SES website by LEA as part of the district data profiles, where sample sizes allow (FFY 2005-2012).
5. 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 (FFY 2005-2012).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: 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.

(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 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) divided by the (# of youth with an IEP age 16 and above)] times 100.

Overview of Issue/Description of System or Process:

For FFY 2009, the OSDE-SES obtained from each LEA a variety of student level data (i.e., 618 data) through the OSDE Special Education Child Count System. The OSDE Special Education Child Count System allows the OSDE-SES staff to analyze data to determine the percent of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services by district using a web-based system.

Baseline Data for FFY 2009 (2009-2010):

In FFY 2009, 20,356 of 21,380 (95.21%) youth with disabilities aged 16 and above with an IEP had an IEP that included coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. Oklahoma utilized the Indicator 13 checklist as part of their online data collection. As part of the checklist LEAs had to identify if each youth was invited to the IEP team meeting and 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.

Discussion of Baseline Data:

As shown, in FFY 2009, 95.21% of youth with disabilities aged 16 and above had IEPs with appropriate IEP goals and transition services.

FFY	Measurable and Rigorous Target

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2010 (2010-2011)	**100%**
2011 (2011-2012)	**100%**
2012 (2012-2013)	**100%**

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address youth aged 16 and above having appropriate goals and transition plans to enable them to achieve their post-school results. In addition, the OSDE-SES will also take the following steps:

1. Require LEAs with youth aged 16 and above with an IEP that does not include 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 year (FFY 2005-2012).
2. Collaborate with Institutions of Higher Education (IHE) regarding the training of special education majors (such as in classroom demonstrations, work adjustments, and job shadowing opportunities) and the provision of other resources that may be available to higher education students. (FFY 2005-2012).
3. Collaborate with IHEs, professional organizations (e.g., Oklahoma Association on Higher Education and Disability), and other state agencies (e.g., Department of Rehabilitation Services and Career and Technology Education) to improve secondary transition planning for students with disabilities preparing for post-secondary education (FFY 2005-2012).
4. Provide technical assistance to LEAs regarding writing IEP goals and providing transition services (such as the dissemination of the Indicator 13 checklist developed by NSTTAC, and personnel development opportunities through the Oklahoma Transition Institute, the First Year Special Education Teacher Academy, and local trainings upon request by LEAs) (FFY 2005-2012).
5. Provide technical assistance through 2 breakout sessions at the State Superintendent's Special Education Conference regarding secondary transition. (FFY 2005-2012).
6. Request information and technical assistance from resource and specialty centers, such as the national centers, NSTTAC, NDPC, and NPSO on secondary transition from other states, including a revision and utilization of the Summary of Performance (SOP) as part of the IEP. (FFY 2005-2012).
7. Publicize secondary transition data on the OSDE-SES website by LEA as part of the district data profiles, where sample sizes allow (FFY 2005-2012).
8. 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 guidelines for the timeliness and accuracy of data submissions (FFY 2005-2012).

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Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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.

Overview of Issue/Description of System or Process:

The OSDE-SES worked with the Oklahoma University (OU) Oklahoma Public Opinion Learning Laboratory (POLL) to develop an exit survey and a post-school outcomes survey. To prepare, the OSDE-SES sought state and national expertise by: 1) participating in the NPSO sponsored Post-School Outcomes Community of Practice, the Statewide Transition Council, and NCSET, 2) accessing materials and technical assistance from the NPSO Center, 3) reviewing other states' survey questions, and 4) consulting other agencies/organizations that have used this IHE for a similar survey. Beginning in FFY 2008, to increase the number of initial contacts, the OSDE-SES added contact information as part of their online child count submission. This contact page required districts to enter contact information on juniors and seniors as well as contact information for two individuals who would know how to contact the students once they left high school. Once those contact pages were received by the OU POLL, a high school exit survey was conducted by phone of each respondent to assess the post-school intentions of the students as well as the services they have already received and programs/classes in which they have been involved.

To collect post-school outcome information, the OU POLL conducted telephone interviews with the exited students for which they had contact information. It is required that all juniors and seniors have contact information provided in our online child count system. OU POLL was provided information on all exiters. The survey was not a random

sample but a census of all exiters. – which includes those who have graduated, dropped out, and aged out – family members, or other adults concerning the students' post-high school employment and educational engagements since leaving high school during the summer of 2008.

The OSDE-SES has defined "competitive employment" as consistent with the Rehabilitation Act, which states *Competitive employment means work – (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled (See Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c)).* The OSDE-SES has defined "post-secondary school" as *full or part-time enrollment in a career and technology center, two-year college, four-year college or university, and/or training in a specific career field (e.g., cosmetology, massage therapy, culinary arts, or truck driving).*

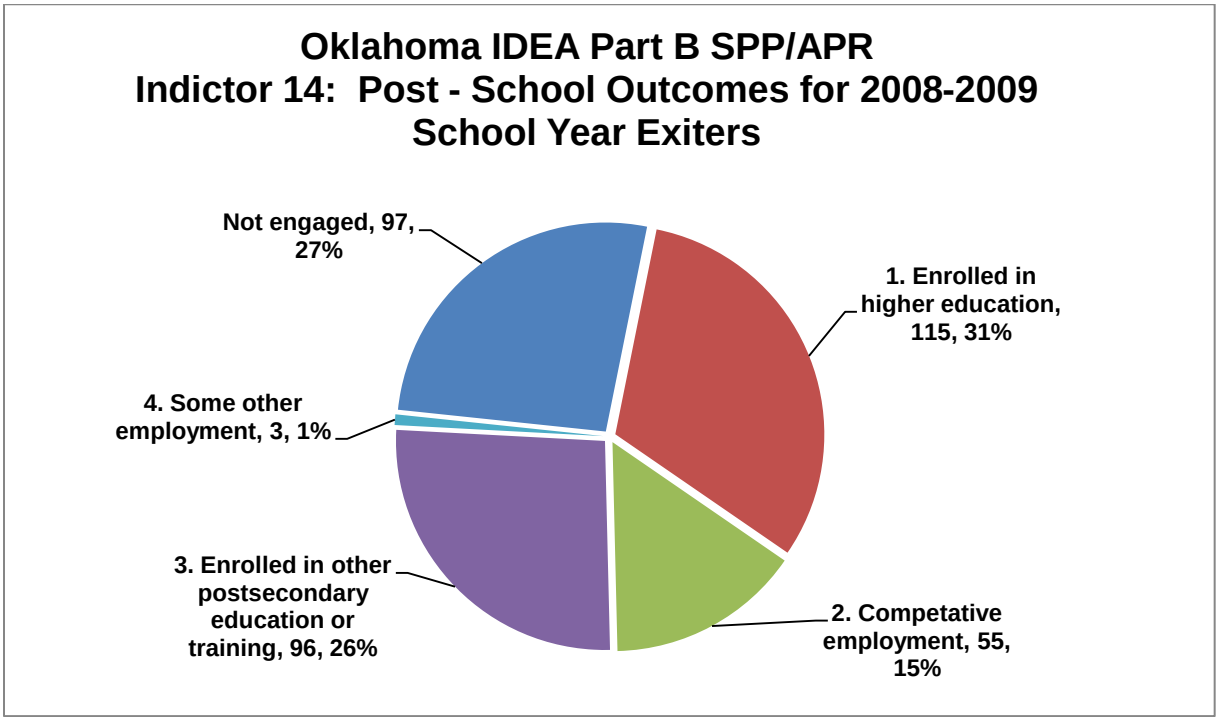
Baseline Data for FFY 2008 (2008-2009):
In FFY 2008, there were a total of 366 respondents.

1 = 115 respondent leavers were enrolled in "higher education".
2 = 55 respondent leavers were engaged in "competitive employment" (and not counted in 1 above).
3 = 96 of respondent leavers were enrolled in "some other postsecondary education or training" (and not counted in 1 or 2 above).
4 = 3 of respondent leavers were engaged in "some other employment" (and not counted in 1, 2, or 3 above).

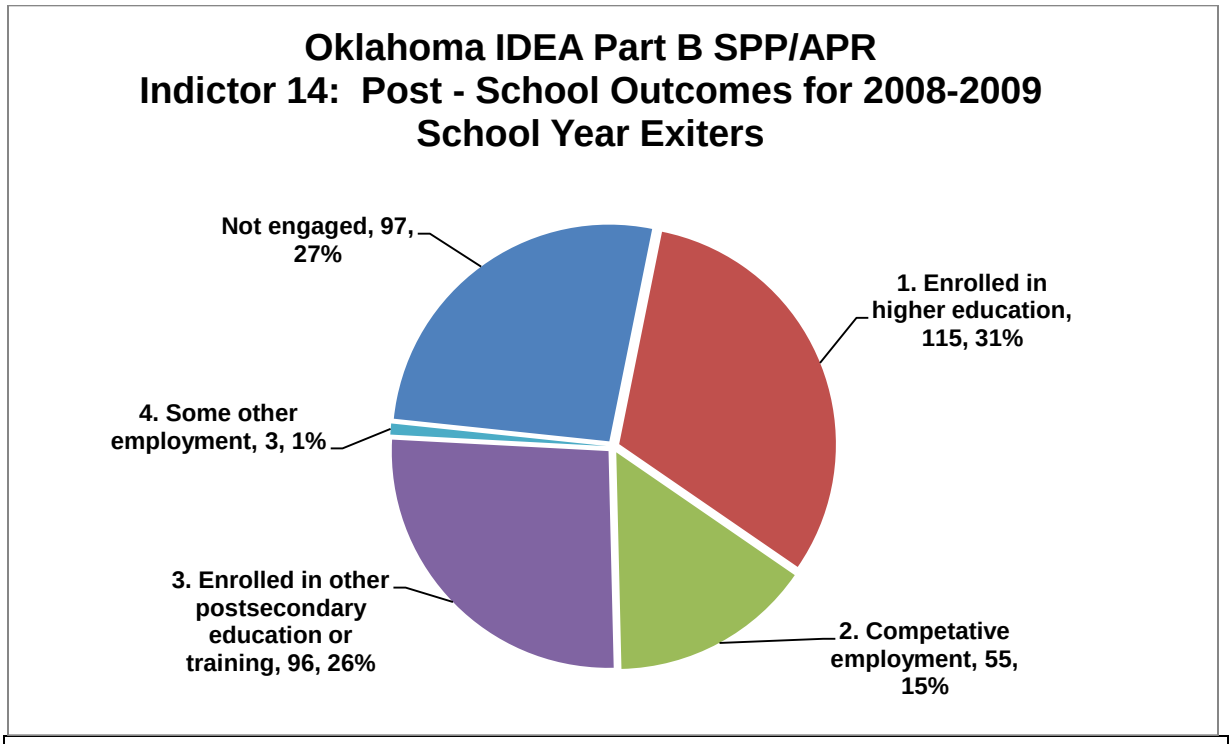
Thus,

A = 115 divided by 366 (total respondents) = 31.42%
B = 115 + 55 divided by 366(total respondents) = 46.45%
C = 115 + 55 + 96 + 3 divided by 366 (total respondents) = 73.50%

In FFY 2008,
Discussion of Baseline Data:



Indicator	Number	Percent
Indicator 14A: Segment 1	115	31.42%
Indicator 14B: Segments 1 + 2	170	46.45%
Indicator 14C: Segments 1 + 2 + 3 +4	269	73.50%



Indicator	Number	Percent
Indicator 14A: Segment 1	115	31.42%
Indicator 14B: Segments 1 + 2	170	46.45%
Indicator 14C: Segments 1 + 2 + 3 +4	269	73.50%

FFY	Measurable and Rigorous Target
2010 **(2010-2011)**	A. 31.9% enrolled in higher education within one year of leaving high school. B. 46.9% Enrolled in higher education or competitively employed within one year of leaving high school. 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.
2011 **(2011-2012)**	A. 31.9% enrolled in higher education within one year of leaving high school. B. 46.9% Enrolled in higher education or competitively employed within one year of leaving high school. C. 74.4% 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.
2012 (2012-2013)	A. 31.9% enrolled in higher education within one year of leaving high school. B. 46.9% Enrolled in higher education or competitively employed within one year of leaving high school. C. 75.4% 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.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address post-secondary outcomes. In addition, the OSDE-SES will also take the following steps:

1. Review the data collection process/instrument to ensure the highest return rate of exit surveys possible (by June 2007).
2. Review the data collection process/instrument to ensure the highest return rate of contact information possible, including information from potential dropouts from ages 14 and above, by requiring contact information submissions from freshman and sophomores on IEPs as well as juniors and seniors (by June 2008).
3. Contact each LEA underrepresented in the telephone interview process, and provide clarification on requirements and technical assistance on dissemination strategies (by December 2008).
4. Collaborate with IHEs, professional organizations (e.g., Oklahoma Association on Higher Education and Disability), and other state agencies (e.g., Department of Rehabilitation Services and Career and Technology Education) to improve secondary transition planning for students with disabilities preparing for post-secondary education (by December 2007).
5. Collaborate with a mentor state (e.g., Washington) to improve the data collection system, tools, and technical assistance provided to LEAs (by December 2008).
6. Provide technical assistance to LEAs regarding writing IEP goals and providing transition services (such as the dissemination of the Indicator 13 checklist developed by the National Secondary Transition Technical Assistance Center, and/or personnel development opportunities through the Oklahoma Transition Institute or the First Year Special Education Teachers Academy) to facilitate more effective transition planning (by June 2008).
7. Develop a secondary transition handbook in both English and Spanish to include revisions in statute based on the reauthorization of the IDEA to assist LEAs, students, and parents in creating a smooth transition, as a part of the State Personnel Development Grant (SPDG) awarded to the OSDE-SES (by December 2009).
8. Provide examples of model secondary transition programs developed by LEAs who received funding as part of the Oklahoma Gaining Adult Independence through Needed Supports (GAINS) project (by June 2008).
9. Provide technical assistance through a breakout session at the State Superintendent's Special Education Conference regarding secondary transition (by December 2007).
10. Request additional technical assistance and information from the SERRC on secondary transition or policies from other states (by June 2007).
11. Request additional assistance from NCSET, NPSO, NDPC-SD, and other agencies, stakeholder groups, taskforces, and technical assistance providers listed in the SPP overview (by June 2007).
12. Publicize post-school outcome data on the OSDE-SES website by LEA as part of the district data profiles, where sample sizes allow (by September 2008).

13. Repeat provision of technical assistance, personnel development activities, and publication of district data profiles annually (FFY 2006 – FFY 2010).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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).

Overview of Issue/Description of System or Process:

In FFY 2003 and FFY 2004, all citations were issued from compliance monitoring and complaint investigations. The selection process for determining which LEAs received an compliance monitoring included, 1) concerns raised through the review of information submitted by the LEA through the OSDE Special Education Child Count system; 2) concerns raised through communication with parents, district personnel, or advocates; and 3) random selection. The OSDE-SES also oversees dispute resolution systems, which involves investigating formal written complaints conduction compliance monitorings, and encourages the use of mediation. The OSDE-SES ensures correction of noncompliance and improved performance by LEAs through technical assistance, required corrective actions, document submission of follow-up and document additional verification to systematic change.

For FFY 2005, this system will be used to determine LEAs for compliance monitoring investigations. In addition, the OSDE-SES will implement a desk audit system by which the OSDE-SES will monitor 90 districts (1/6 of 540 total districts) using the data available for the 14 monitoring priority areas indicated in the SPP. The 90 districts will be chosen at random (without replacement for the six-year period) to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 and above, 2) 3,000 to 8,999, 3) 1,000 to 2,999, 4) 500 to 999, 5) 250 to 499, and 6) 1 to 249. To complete the desk audits, staff from the OSDE-SES will compare data from the LEA to the state targets for each indicator. For each target not met, the LEA will be required to submit to the OSDE-SES copies of their procedures related to the priority indicator (e.g., evaluation procedures or eligibility requirements). The OSDE-SES will review this documentation for appropriateness and compliance with the IDEA. Following this review, LEAs who submit incomplete or inappropriate documentation will be asked to complete telephone interviews regarding these procedures. If compliance cannot be determined through documentation submitted by the LEA or telephone interviews with the LEA, the OSDE-SES will conduct an on-site investigation regarding the specific indicator. For FFY 2005, these desk audits will result in citations and improvement plans for noncompliance that is identified.

In FFY 2011 Oklahoma received a verification visit from OSEP. During the visit it was determined that Oklahoma was not fully implementing correction of noncompliance consistent with OSEP Memo 09-02. Oklahoma has four types of monitoring in which only one type, Focused Monitoring, met the requirements of both child level correction

and updated data review (i.e., systematic corrections). In the three other types of monitoring the Desk Audits did not ensure timely correction of child level data, and the Comprehensive Monitoring and the Concern Specific Monitoring did not review updated data for correction. Oklahoma has reviewed the monitoring procedures to ensure compliance with the OSEP Memo 09-02. Oklahoma has implemented the new procedures and all findings for the FFY 2011 will meet the requirements of the OSEP Memo 09-02.

Baseline Data for FFY 2004 (2004-2005):

In FFY 2003 and FFY 2004, all citations for noncompliance were issued from on-site monitoring visits and complaint investigations. Of the 973 findings (identified in FFY 2003), 955 (98.15%) were corrected within one year from identification. For FFY 2005, desk audits will also be used to independently lead to citations and improvement plans. In addition, for FFY 2006, the OSDE-SES staff will implement a focused monitoring system to include two monitoring priorities (selected by a stakeholder group from the 14 priority areas indicated in the SPP).
In FFY 2003, the OSDE-SES selected 79 of the 540 LEAs to receive a comprehensive on-site monitoring visit. Of these 79 visits, areas of noncompliance related to monitoring priority areas and indicators (as well as the number and percent corrected within one year) are listed below.

	Monitoring Priority Areas		
Indicator	Number with Findings	Number Corrected within 1 Year	Percent Corrected within 1 Year
1. Graduation Rates	47	46	97.87%
2. Drop-Out Rates	22	22	100.00%
3. Assessment	26	26	100.00%
4. Discipline	0	0	100.00%
5. School Age LRE*	78	77	98.72%
6. Preschool LRE*			
7. Preschool Outcomes**			
8. Parent Involvement**			
9. Disproportionality – Child with a Disability**			
10. Disproportionality – Eligibility Category**			
11. Child Find**			
12. Early Childhood Transition	0	0	100.00%
13. Secondary Transition**			
14. Post-School Outcomes**			

*School Age LRE and Preschool LRE were combined for the purposes of monitoring LRE in FFY 2003 and FFY 2004.
**Because this is a new indicator, no baseline data regarding findings of noncompliance are available for FFY 2004.

In FFY 2003, the OSDE-SES selected 79 of the 540 LEAs to receive a comprehensive on-site monitoring visit. Of these 79 visits, areas of noncompliance not related to 14 monitoring priority areas and indicators identified in the SPP (as well as the number and percent corrected within one year) are listed.

	Monitoring Priority Areas		
Area of Noncompliance	Number with Findings	Number Corrected within 1 Year	Percent Corrected within 1 Year
Review of Existing Data	22	21	95.46%
Incomplete Multidisciplinary Evaluation and Eligibility Team Summary (MEETS) Components	34	34	100.00%
Reevaluations Not Appropriately Documented	36	35	97.22%
IEP/IEP Review Timelines	51	50	98.04%
Content of IEP			
Present Levels of Performance	53	53	100.00%
Strengths and Educational Needs	34	34	100.00%
Consideration of Special Factors	34	34	100.00%
Measurable Annual Goals	72	71	98.61%
Benchmarks or Short-Term Objectives	46	46	100.00%
Measures of Progress in Annual Goals	40	39	97.50%
Progress toward Current Annual Goals	48	47	97.92%
Annual Goals Achieved	27	26	96.30%
Extent of Progress toward Previous Annual Goals	72	71	98.61%
Related Services	30	29	96.67%
Projected Starting and Expected Duration Dates	30	29	96.67%
Position/Person Responsible	23	22	95.65%
Regular or Adapted Physical Education	19	19	100.00%
Transfer of Rights at Age of Majority	10	9	90.00%

Consideration of Extended School Year	16	15	93.75%
Team Signatures	22	21	95.46%
Child Count Discrepancies	38	37	97.37%

In FFY 2003, the OSDE-SES identified 39 LEAs with noncompliance through formal written complaints and 4 LEAs with noncompliance through due process hearings.

	Monitoring Priority Areas			
Mechanism of Identification	Number of LEAs	Number of Findings	Number Corrected within 1 Year	Percent Corrected within 1 Year
Complaints	39	39	38	97.44%
Due Process Hearings	4	4	4	100.00%

Discussion of Baseline Data:

In FFY 2003, the OSDE-SES selected 79 of the 540 LEAs to receive a comprehensive on-site monitoring visit. The 79 LEAs were issued monitoring reports, which included corrective action plans for each noncompliance area identified for the LEA. LEAs were required to submit documentation to the OSDE-SES regarding correction of noncompliance identified within one year of the on-site visit to the LEA. The OSDE-SES reviewed this documentation to ensure correction of noncompliance. Out of the 79 LEAs who received on-site visits, 1 (1.27%) LEA did not demonstrate correction within the one-year time frame. This delay was the result of turnover in the OSDE-SES staff overseeing the LEA's corrective action plan. That is, the OSDE-SES staff did not review the LEA's corrective action plan in a timely manner based on this staff turnover (i.e., the plan was approved two weeks past the one-year deadline).

In FFY 2003, the OSDE-SES identified 39 LEAs with noncompliance through formal written complaints and 4 LEAs with noncompliance through due process hearings. Of the 39 LEAs with noncompliance through formal written complaints, 1 (2.56%) was not able to complete the correction of noncompliance due to the extent of correction required. The LEA was required to move a special education classroom which served students with the disability of multiple disabilities to a less restrictive environment. However, the LEA encountered multiple construction delays which resulted in the OSDE-SES granting an extension of the corrective action plan to complete the necessary construction (i.e., the construction/correction of noncompliance was completed and verified by the OSDE-SES within the timeline allotted for extension).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of noncompliance identified will be corrected within one year of identification.
2006 (2006-2007)	100% of noncompliance identified will be corrected within one year of identification.
2007	100% of noncompliance identified will be corrected within one year of identification.

(2007-2008)	
2008 (2008-2009)	100% of noncompliance identified will be corrected within one year of identification.
2009 (2009-2010)	100% of noncompliance identified will be corrected within one year of identification.
2010 (2010-2011)	100% of noncompliance identified will be corrected within one year of identification.
2011 (2011-2012)	100% of noncompliance identified will be corrected within one year of identification.
2012 (2012-2013)	100% of noncompliance identified will be corrected within one year of identification.

Improvement Activities/Timelines/Resources (through 2012):

1. At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address the identification and correction of noncompliance.
2. Require LEAs with identified noncompliance to correct the noncompliance within one year (FFY 2005-2012).
3. The Focused Monitoring Stakeholder Committee will identify the two priority areas that will be the focus during the focused monitoring visits (FFY 2007-2012).
4. Analyze the LEA data profiles based on data related to priority areas to identify the LEAs, which will receive the focused monitoring visits (FFY 2007-2012).
5. 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 (FFY 2005-2012).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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.

Overview of Issue/Description of System or Process:

The OSDE-SES, has available a formal written complaint management system for filing and resolving specific complaints regarding alleged violations of the requirements under the IDEA. This system allows the OSDE-SES staff to track the timeliness of reports issued. In addition, the OSDE-SES has appointed a project coordinator over the complaint process to oversee the timeliness of complaint procedures.

Activities to assist resolution of formal written complaints may include technical assistance, consultation, mediation conferences, negotiations, corrective actions, or other recommended interventions. In many instances, early resolution of the complaint may be accomplished through the voluntary participation and agreement of the parties in IEP meetings and/or mediation conferences, negotiations, or other remedies. If further information or review is deemed necessary by the OSDE-SES, an on-site investigation may be conducted. The on-site investigation might include activities such as reviewing records, observation of program implementation, and conducting interviews with staff and/or parents. Procedures for effective implementation of final decisions by the OSDE-SES may include technical assistance activities, mediation or negotiations, and corrective actions to achieve compliance.

The OSDE-SES continues to strive for the earliest dispute resolution, as indicated by the number of formal complaints being cancelled each year. The OSDE-SES continues to strive to meet all required timelines, as indicated by every formal complaint investigated and the letter of findings completed within the required 60-day timeline, or an established extension.

Baseline Data for FFY 2004 (2004-2005):

In FFY 2004, 100% of signed written complaints with reports issued were resolved within 60 days (see also Attachment 3).

Discussion of Baseline Data:

In FFY 2004, 76 formal written complaints were investigated by OSDE-SES. Of these, 52 were completed within the required 60-day timeline. In addition, 19 of 76 complaints were withdrawn or dismissed. Five were held in abeyance due to a due process hearing being filed simultaneously.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	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.
2006 (2006-2007)	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.
2007 (2007-2008)	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.
2008 (2008-2009)	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.
2009 (2009-2010)	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.
2010 (2010-2011)	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.
2011 (2011-2012)	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.
2012 (2012-2013)	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.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address complaint timelines. The OSDE-SES will also take the following steps:

1. Require LEAs with identified noncompliance to correct the noncompliance within one year (FFY 2005-2012).
2. Maintain a log of complaint activities and develop a complaint tracking procedure and provide training for complaint investigators (FFY 2005-2012).
3. Provide professional development to the OSDE-SES staff regarding formal complaint procedures ((FFY 2005-2012).
4. Provide technical assistance to LEAs and the public (e.g., telephone calls) to ensure understanding of complaint timeline requirements (FFY 2005-2012).
5. Request additional assistance from agencies, stakeholder groups, taskforces, and technical assistance providers listed in the SPP overview (FFY 2005-2012).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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.

Overview of Issue/Description of System or Process:

In FFY 2004, the OSDE-SES contracted with the Board of Regents of the University of Oklahoma (OU), on behalf of the OU Law Center, to establish the Center for Special Education Due Process. The Center is responsible for managing, directing, and operating the special education due process hearing system as required under the IDEA. Through a mid-year and annual report, the Center provides the OSDE-SES with the due process hearing request issues, names of both parties, hearing dates, and decisions rendered. For FFY 2005, the OSDE-SES will contract with OSU ABLE Tech to oversee the due process complaint system.

The due process hearing procedure begins when the Center receives a due process hearing request. The process includes the following steps: 1) the due process hearing request is evaluated to determine that the request meets submission requirements; 2) a chronological case number is assigned; 3) a hearing officer is assigned; 4) the hearing officer is notified and a hearing date and time is coordinated; 5) the relevant parties are notified by letter (including information on the resolution session and timeline) of the assigned hearing officer, location, date, and time of hearing; and 6) the case information is documented in the central log and is tracked to ensure compliance with federal and state timelines.

Baseline Data for FFY 2004 (2004-2005):

In FFY 2004, 100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party (see also Attachment 3).

Discussion of Baseline Data:

In FFY 2004, the OU Law Center processed 48 due process hearing requests (including four cases received the previous fiscal year that were finalized in FFY 2004 as well as 44 new cases). Five of the due process cases resulted in decisions (one decision for the student, two decisions for the school, one settlement decision, and one cancellation decision). Forty-two due process cases ended in cancellations before the hearings. One case remained open on June 30, 2005.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	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.
2006 (2006-2007)	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.
2007 (2007-2008)	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.
2008 (2008-2009)	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.
2009 (2009-2010)	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.
2010 (2010-2011)	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.
2011 (2011-2012)	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.
2012 (2012-2013)	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.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address due process timelines. The OSDE-SES will also take the following steps:

1. Require LEAs with identified noncompliance to correct the noncompliance within one year (FFY 2005-2012).

2. Provide training to hearing and appeal officers that emphasizes the timeline requirements and acceptable reasons for granting extensions for due process complaints (FFY 2005-2012).
3. Request additional assistance from NASDSE, and other agencies, stakeholder groups, taskforces, and technical assistance providers listed in the SPP overview (FFY 2005-2012).
4. Collaborate with the OSU-SERC to establish an advisory panel regarding the due process complaint system, to review and update the due process guidelines that were distributed to hearing and appeal officers, parents, LEA personnel, and any other interested parties. (FFY2010-2012).
5. 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 Special Education Conference. (FFY2010-2012).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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.

Overview of Issue/Description of System or Process:

In FFY 2005, the OSDE-SES contracted with the Oklahoma State University (OSU) ABLE Tech to establish the Special Education Resolution Center (SERC). The OSU-SERC is responsible for managing, directing, and operating the special education due process hearing system as required under the IDEA. Through the contract, the OSU-SERC also oversees the resolution session process and provides information to the OSDE-SES regarding the number of due process requests filed, resolution sessions (i.e., due process requests not dropped by the complainant), settlement agreements reached through resolution sessions, and findings of noncompliance of due process complaints that are not resolved through resolution sessions.

Baseline Data for FFY 2005 (2005-2006):

In FFY 2005, 19 of the 20 (95.00%) hearing requests that went to resolution sessions were resolved through resolution settlement agreements (see also Attachment 3).

Discussion of Baseline Data:

As shown, for FFY 2005, 95.00% of resolution sessions held resulted in settlement agreements and no longer required a decision rendered by a hearing officer.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	85.00% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2006 (2006-2007)	85.00% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2007 (2007-2008)	85.00% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2008	85.00% of hearing requests that go to resolution sessions will be resolved through resolution

(2008-2009)	session settlement agreements.
2009 (2009-2010)	85.00% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2010 (2010-2011)	85.00% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2011 (2011-2012)	85.00% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.
2012 (2012-2013)	85.00% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address hearing requests resolved by resolution sessions. The OSDE-SES will also take the following steps:

1. 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 (FFY2010-2012).
2. Provide technical assistance on due process guidelines and resolution sessions at the State Superintendent's Special Education Conference (FFY2010-2012).
3. Request information and technical assistance from resource and specialty centers and the Oklahoma ICC regarding due process timelines.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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))

Measurement: Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

Overview of Issue/Description of System or Process:

In FFY 2004, the OSDE-SES collaborated with the Alternative Dispute Resolution System of the Administrative Office of the Courts to mediate disputes over services for children with disabilities through Early Settlement Centers. Although the OSDE-SES paid the cost of the mediation process, mediation occurred without the presence of an OSDE-SES staff member. That is, in Oklahoma, mediation is a process of resolving disputes with the assistance of a neutral third party. The process is voluntary on the part of the parents and the LEA. A qualified mediator is selected on a random basis and assists the communication and problem solving of participants in arriving at resolution, but does not render decisions on their behalf.

The OSDE-SES continues to strive for the earliest dispute resolution. Data for mediations reflect increased usage of early resolution as a timely alternative to formal complaints and due process hearings.

Baseline Data for FFY 2004 (2004-2005):

In FFY 2004, 91.67% of mediations held resulted in mediation agreements (see also Attachment 3).

Discussion of Baseline Data:

In FFY 2004, the Alternative Dispute Resolution System of the Administrative Office of the Courts conducted twelve mediations. Eleven of these mediations resulted in mediation agreements. In the remaining mediation, the parents and the LEA were unable to reach an agreement.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	85.00% of mediations held will result in mediation agreements.
2006 (2006-2007)	85.00% of mediations held will result in mediation agreements.
2007 (2007-2008)	85.00% of mediations held will result in mediation agreements.

2008 (2008-2009)	85.00% of mediations held will result in mediation agreements.
2009 (2009-2010)	85.00% of mediations held will result in mediation agreements.
2010 (2010-2011)	85.00% of mediations held will result in mediation agreements.
2011 (2011-2012)	85.00% of mediations held will result in mediation agreements.
2012 (2012-2013)	85.00% of mediations held will result in mediation agreements.

Improvement Activities/Timelines/Resources (through 2012):

At the state level, the OSDE-SES is examining existing policies, practices, and procedures to determine what (if any) changes should occur in the system to address mediations that result in mediation agreements. Specifically, it is the goal of the OSDE-SES to encourage parents and LEAs to utilize mediation when disputes arise. The OSDE-SES will also take the following steps:

1. Require that the Alternative Dispute Resolution System of the Administrative Office of the Court maintain a list of mediators, and report this updated list to the OSDE-SES (FFY 2005-2012).
2. Distribute mediation guidelines in parent friendly language to mediators, parents, school district personnel, advocates, and any other interested party (FFY 2005-2012).
3. 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. (FFY 2005-2012).
4. 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 Special Education Conference. (FFY 2005-2012).
5. Provide technical assistance on the two types of mediation systems. (FFY 2007-2012).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See Indicator 1

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).

Overview of Issue/Description of System or Process:

In FFY 2003, the OSDE-SES created a web-based system for the reporting of child count (including race, ethnicity, and placement of students with disabilities), exiting, discipline, and personnel information. Previously, the 540 districts in Oklahoma reported this information by paper or electronic spreadsheet submissions mailed to the department, requiring the OSDE-SES staff to check each report of exiting, discipline, and personnel for obvious errors by hand. This new web-based system allowed staff at the OSDE-SES to facilitate more timely and accurate completion of the reports from the LEAs by viewing the information simultaneously with the LEA during technical assistance telephone calls.

This system was revised for FFY 2004 data collection to include a variety of computerized edit checks before official submission of the data from the LEA to the OSDE-SES could occur. For example, LEAs were required to report to the OSDE-SES regarding the graduation rates for children with disabilities and children without disabilities. The system asks for LEAs to indicate the total number of children in grade 12 listed on the LEA's October 1 accreditation report. LEAs were then required to report the number of children in grade 12 with disabilities and the number of children without disabilities (and the proportion of each that graduated). In the past, no systems existed preventing LEAs to submit numbers of students with and without disabilities that did not sum to the total number of students they reported; however, the new system's edit checks did not allow LEAs to submit their information if this error (or many other errors) existed. These simple computerized edit checks increase the confidence of the OSDE-SES in the accuracy of the data reported to the OSEP. In addition to these edit checks, the web-based system was revised to connect exiting data to the child count information submitted by the LEA. That is, whereas LEAs previously aggregated and submitted this information to the OSDE-SES as part of the exiting, discipline, and personnel report, LEAs are now required to update exiting information by child through Oklahoma's Child Count system before the completion of this report. The OSDE-SES then automatically aggregates this information and populates the tables for the LEA in the report to be certified and submitted for the OSDE-SES approval. By linking exiting information to individual children (instead of allowing LEAs to aggregate this information themselves), the OSDE-SES is ensuring additional steps towards the reliability and validity of the information reported to the OSEP.

Baseline Data for FFY 2004 (2004-2005):

In FFY 2004, the OSDE-SES submitted exiting, discipline, and personnel data to the OSEP on December 31, 2004 (due November 1, 2004); child count data, including race, ethnicity, and placement, by February 1, 2005 (due February 1, 2005); and Oklahoma's APR on March 29, 2005 (due March 31, 2005). That is, OSDE-SES submitted 66.67% of the required reports on or before the due dates given by the OSEP. Although data submitted to the OSEP was not as timely as expected, data reported to OSEP was 100% accurate.

Discussion of Baseline Data:

In FFY 2004, the OSDE-SES missed the deadline for submission for one of the three reports required by the OSEP. Although no excuses should be made for failure to submit this information in a timely manner, it should be noted by the OSEP that the data manager for Oklahoma unexpectedly submitted an immediate resignation in the fall of 2004, creating an instant difficulty in the communication of data resources, needs, and deadlines within the department. This vacancy in the department was not filled until June 2005. Thus, the responsibilities of the data manager were shared between several individuals within the department with little or no experience creating or submitting these reports. The new data manager is aware of this situation and has been working to quickly resolve any issues that could potentially delay the submission of current reports.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	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.
2006 (2006-2007)	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.
2007 (2007-2008)	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.
2008 (2008-2009)	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.
2009 (2009-2010)	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.
2010 (2010-2011)	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.
2011 (2011-2012)	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.
2012 (2012-2013)	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.

Improvement Activities/Timelines/Resources (through 2012):

The OSDE-SES is continuing to implement strategies for ensuring the timeliness and accuracy of data submissions. The OSDE-SES is continually adding edit checks to the web-based system used by LEAs for reporting child count, exiting, discipline, and personnel information. In addition, the OSDE-SES recognizes that timeliness and accuracy of submission to the OSEP are dependent upon timely and accurate reporting from LEAs to the OSDE-SES. Therefore, the OSDE-SES will:

1. 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 (FFY 2005-2012).
2. Publicize the timeliness of data submissions on the OSDE-SES website by LEA as part of the district data profiles. If needed to ensure compliance, the OSDE-SES may withhold federal allocations for LEAs that have not submitted required information. LEAs may also receive a deficiency in their accreditation reports for untimely reporting (FFY 2005-2012).
3. Utilize a statewide SEMS to be used by all LEAs (or to be compatible with their existing information systems) for electronic access and monitoring of IEPs. This system will also allow the OSDE-SES to run reports of race, ethnicity, and placement on a continual basis throughout the year and allow the OSDE-SES to check for accuracy of data submission of the formal Child Count information requested in October by comparing the Child Count to the number of active IEPs for the LEA (FFY 2005-2012).
4. Request additional assistance from Westat, and other agencies, stakeholder groups, taskforces, and technical assistance providers listed in the SPP overview (FFY 2005-2012)..
5. OSDE-SES staff members attend meetings of the Education Information Management Advisory Consortium (EIMAC) as well as the OSEP/Westat Data Meeting and other national conferences related to reporting and data updates (FFY 2005-2012).
6. Request information and technical assistance from resource and specialty centers, such as the national centers, and Westat on data collection and policies from other states (FFY 2005-2012).

7. Communicate with schools on timelines and deadlines in addition to data quality by sending notice to schools that have not submitted required documentation or sending reminder to school districts one week before data is due to be submitted (FFY 2010-2012).
8. Identify schools not in attendance at annual data report workshops and send those schools training materials. (FFY 2010-2012).

Vision: *Collaboration between Part B and C staff, parents and service providers to ensure that there is consistency in program goals that lead to improved outcomes for children.*

Hypotheses Statement*: Enhance quality practices (inclusive of the ECO rating) will result in improved outcomes for children. Increased knowledge and consistency, competency of staff will improve the process of determining the rating for ECO*

GOAL 1: Staff are knowledgeable and consistent in the process of determining the rating for ECO

Action Plan Template

Action	Timeline	Who	Benchmarks
(Name of major action here)	(timeline)	Lead and those involved	Benchmark (measure of success)
Step 1. Provide training on typical child development and how it relates to ECO	Late Spring/Summer 2012	Cynthia Valenzuela Jenny Giles Fran Ferrari	Training provided to SoonerStart sites and LEA's 6 Regional Training
Step 2. Provide consistent training on the ECO process. Trainer from ECO train all staff, resulting in web training available at all times for follow up	Summer/Fall 2012	Cynthia Valenzuela Jenny Giles Fran Ferrari	Staff have access to consistent training and processes used by staff for both Part B and Part C
Step 3.Provide guidelines related to scoring and consistent rating in increase inter-rater reliability	Fall 2012	Request information from ECO – Grace Kelley	Consistency in scoring

Step 4. Request TA guide on ECO process be developed by ECO.	Fall 2012	Request information from ECO – Grace Kelley	
Step 5. State staff will disseminate FAQ and other current relevant material on ECO process. State ECO team and PTI work to incorporate in staff meetings, trainings etc. Provide training to program managers on how to incorporate.	Ongoing	State Staff	Staff have ongoing support for ECO process
Step 6. PTI's provide training to parents on the ECO process and how they can be involved. Develop training and disseminate through 6 regional PTI workshops and statewide conference	Ongoing 2012	State Staff	Material is developed, trainer identified and trained, training provided to parents.
Step 7. Access the REACH network to ensure that dissemination of ECO material and training is accessible to all.	Ongoing 2012	State Staff	Use existing technology to share what is working'

GOAL 2: Parents have meaningful participation and understanding of achieving outcomes for their child

Action Plan

Action	Timeline	Who	Benchmarks
(Name of major action here)	(timeline)	Lead and those involved	Benchmark (measure of success)
Step 1. Provide information and training in collaboration with the PTI on the ECO process for families in a way that affords increased participation	Upcoming 5 regional workshops	PTI's	Training provided at 6 regional workshops, reported increased participation by parents
Step 2. Parents will be a part of the scoring process and will sign the ECO to indicate their presence and involvement – make a part of the IFSP/IEP process	Late 2012	Parents	Signature line added to forms –IFSP and IEP Parents will serve as the constant/consistent team members for rating at entry and exit ECO
Step 3 Provide information on ECO as part of the initial family contact	Ongoing	State Staff, Local Program staff	

GOAL 3: Services and practices with young children and family members must be based on explicit principles, validated practices, best available research and relevant laws and regulations.

Action Plan

Action	Timeline	Who	Benchmarks
(Name of major action here)	(timeline)	Lead and those involved	Benchmark (measure of success)
Step 1. . Gain input from stakeholders on current status of ECO targets. Use trend data and performance data to guide discussion.	2012	State Staff	
Step 2. Provide training on crucial conversations developed by Joan Blades, with the Special Education Resolution Center (SERC)	Spring 2012	SERC	
Step 3. Each program/district conduct self-assessment using the *Relationship of Quality Practices to Child and Family Outcome Measurement Results or Self Assessment tool for ECO*	Fall 2012	State Staff, Program and District Staff	
Step 4. Request review of current plan by ECO staff. Add activities as recommended by ECO staff.		Grace Kelley -SERRC	

GOAL:

Action Plan Template

Action	Timeline	Who	Benchmarks	Outcome
(Name of major action here)	(timeline)	Lead and those involved	Benchmark (measure of success)	(Ultimate outcome statement)
Step 1.				
Step 2.				
Step 3.				
Step 4.				