



# OKLAHOMA STATE DEPARTMENT OF EDUCATION

Janet Barresi, State Superintendent of Public Instruction

## COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS

**SCHOOL DISTRICT/AGENCY:** Dahlongegah Public School

**COUNTY:** Adair

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Jenny Giles, Coordinator  
(405) 522-4513

### **I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Dahlongegah Public School is an elementary school district with an enrollment of 132 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Dahlongegah Public School served 44 children with disabilities, aged three through 21.

### **II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Cherokee Public Schools

**COUNTY:** Alfalfa

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Jenny Giles, Coordinator  
(405) 522-4513

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Cherokee Public Schools is an independent school district with an enrollment of 261 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Cherokee Public Schools served 40 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

### ***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs. This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

### ***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA’s compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Elk City Public Schools

**COUNTY:** Beckham

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Jenny Giles, Coordinator  
(405) 522-4513

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Elk City Public Schools is an independent school district with an enrollment of 2327 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Elk City Public Schools served 275 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

- Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))
- State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.
- LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to, the LEA's policy regarding graduation requirements. This improvement plan must include strategies

#### ***Indicator 2: Dropout Rates***

- Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))
- State Target: <5.19% of youth with IEPs will be reported as dropouts.
- LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

- Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))
- State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.
- LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Okeene Public Schools

**COUNTY:** Blaine

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Jenny Giles, Coordinator  
(405) 522-4513

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Okeene Public Schools is an independent school district with an enrollment of 332 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Okeene Public Schools served 71 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Anadarko Public Schools

**COUNTY:** Caddo

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Karie Crews-St. Yves, Coordinator  
(405) 521-2199

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Anadarko Public Schools is an independent school district with an enrollment of 1937 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Anadarko Public Schools served 282 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Carnegie Public Schools

**COUNTY:** Caddo

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Karie Crews-St. Yves, Coordinator  
(405) 521-2199

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Carnegie Public Schools is an independent school district with an enrollment of 595 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Carnegie Public Schools served 86 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals. This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Cement Public Schools

**COUNTY:** Caddo

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Karie Crews-St. Yves, Coordinator  
(405) 521-2199

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Cement Public Schools is an independent school district with an enrollment of 273 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Cement Public Schools served 49 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

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

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Fort Cobb-Broxtton Public Schools

**COUNTY:** Caddo

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

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

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Fort Cobb-Broxtton Public Schools is an independent school district with an enrollment of 344 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Fort Cobb-Broxtton Public Schools served 36 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals. This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Mustang Public Schools

**COUNTY:** Canadian

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

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

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Mustang Public Schools is an independent school district with an enrollment of 8607 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Mustang Public Schools served 1027 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

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

***Indicator 11: Child Find***

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

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

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

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

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Ardmore Public Schools

**COUNTY:** Carter

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

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

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Ardmore Public Schools is an independent school district with an enrollment of 3081 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Ardmore Public Schools served 447 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

- Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))
- State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.
- LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to, the LEA's policy regarding graduation requirements. This improvement plan must include strategies

#### ***Indicator 2: Dropout Rates***

- Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))
- State Target: <5.19% of youth with IEPs will be reported as dropouts.
- LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

- Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))
- State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.
- LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.

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

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

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

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Zaneis Public School

**COUNTY:** Carter

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

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

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Zaneis Public School is an elementary school district with an enrollment of 270 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Zaneis Public School served 65 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Briggs Public School

**COUNTY:** Cherokee

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

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

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Briggs Public School is an elementary school district with an enrollment of 484 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Briggs Public School served 79 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Tenkiller Public School

**COUNTY:** Cherokee

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

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

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Tenkiller Public School is an elementary school district with an enrollment of 302 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Tenkiller Public School served 54 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Woodall Public School

**COUNTY:** Cherokee

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

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

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Woodall Public School is an elementary school district with an enrollment of 547 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Woodall Public School served 71 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

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

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Plainview Public School

**COUNTY:** Cimarron

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

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

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Plainview Public School is an elementary school district with an enrollment of 9 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Plainview Public School served children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Lexington Public Schools

**COUNTY:** Cleveland

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** John Smith, Coordinator  
(405) 522-1463

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Lexington Public Schools is an independent school district with an enrollment of 1091 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Lexington Public Schools served 154 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

### ***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

### ***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

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

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Elgin Public Schools

**COUNTY:** Comanche

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** John Smith, Coordinator  
(405) 522-1463

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Elgin Public Schools is an independent school district with an enrollment of 1698 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Elgin Public Schools served 226 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Depew Public Schools

**COUNTY:** Creek

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** John Smith, Coordinator  
(405) 522-1463

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Depew Public Schools is an independent school district with an enrollment of 376 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Depew Public Schools served 102 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Kellyville Public Schools

**COUNTY:** Creek

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

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

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Kellyville Public Schools is an independent school district with an enrollment of 1183 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Kellyville Public Schools served 173 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

### ***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

### ***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals. This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

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

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA’s compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Mounds Public Schools

**COUNTY:** Creek

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

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

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Mounds Public Schools is an independent school district with an enrollment of 695 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Mounds Public Schools served 107 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

### ***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs. This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

### ***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA’s compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Colcord Public Schools

**COUNTY:** Delaware

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

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

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Colcord Public Schools is an independent school district with an enrollment of 627 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Colcord Public Schools served 130 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Kansas Public Schools

**COUNTY:** Delaware

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

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

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Kansas Public Schools is an independent school district with an enrollment of 977 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Kansas Public Schools served 179 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Vici Public Schools

**COUNTY:** Dewey

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

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

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Vici Public Schools is an independent school district with an enrollment of 326 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Vici Public Schools served 42 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Arnett Public Schools

**COUNTY:** Ellis

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Megan Majka, Coordinator  
(405) 521-4864

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Arnett Public Schools is an independent school district with an enrollment of 167 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Arnett Public Schools served 26 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

### ***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

### ***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

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

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Paoli Public Schools

**COUNTY:** Garvin

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Megan Majka, Coordinator  
(405) 521-4864

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Paoli Public Schools is an independent school district with an enrollment of 264 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Paoli Public Schools served 62 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Stratford Public Schools

**COUNTY:** Garvin

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Megan Majka, Coordinator  
(405) 521-4864

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Stratford Public Schools is an independent school district with an enrollment of 614 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Stratford Public Schools served 111 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

### ***Indicator 13: Secondary Transition***

- Indicator:** An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))
- State Target:** 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
- LEA Requirements:** Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals. This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

### ***Indicator 14: Post-School Outcomes***

- Indicator:** An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))
- State Target:** Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.
- LEA Requirements:** Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Minco Public Schools

**COUNTY:** Grady

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Megan Majka, Coordinator  
(405) 521-4864

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Minco Public Schools is an independent school district with an enrollment of 544 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Minco Public Schools served 79 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Pioneer Public School

**COUNTY:** Grady

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Megan Majka, Coordinator  
(405) 521-4864

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Pioneer Public School is an elementary school district with an enrollment of 349 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Pioneer Public School served 41 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Granite Public Schools

**COUNTY:** Greer

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tina Crow, Coordinator  
(405) 522-1464

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Granite Public Schools is an independent school district with an enrollment of 237 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Granite Public Schools served 42 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

### ***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs. This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

### ***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA’s compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

#### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Mangum Public Schools

**COUNTY:** Greer

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tina Crow, Coordinator  
(405) 522-1462

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Mangum Public Schools is an independent school district with an enrollment of 699 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Mangum Public Schools served 102 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

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

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

***Indicator 10: Disproportionality – Eligibility Category***

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

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

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

***Indicator 11: Child Find***

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

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

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

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

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

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

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

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

### ***Indicator 14: Post-School Outcomes***

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

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

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

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Buffalo Public Schools

**COUNTY:** Harper

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tina Crow, Coordinator  
(405) 522-1462

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Buffalo Public Schools is an independent school district with an enrollment of 290 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Buffalo Public Schools served 48 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

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

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

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

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

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

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

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

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

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

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

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

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

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

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

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

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

***Indicator 7: Preschool Outcomes***

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

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

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

***Indicator 8: Parent Involvement***

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

State Target: 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.

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

***Indicator 9: Disproportionality – Child with a Disability***

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

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA’s compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals. This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Dustin Public Schools

**COUNTY:** Hughes

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tina Crow, Coordinator  
(405) 522-1462

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Dustin Public Schools is an independent school district with an enrollment of 120 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Dustin Public Schools served 36 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

**State Target:** 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

**LEA Requirements:** Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals. This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

#### ***Indicator 14: Post-School Outcomes***

**Indicator:** An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

**State Target:** Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

**LEA Requirements:** Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B.”

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA’s compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Stuart Public Schools

**COUNTY:** Hughes

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tina Crow, Coordinator  
(405) 522-1462

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Stuart Public Schools is an independent school district with an enrollment of 272 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Stuart Public Schools served 56 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Ryan Public Schools

**COUNTY:** Jefferson

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tina Spence, Coordinator  
(405) 521-4877

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Ryan Public Schools is an independent school district with an enrollment of 233 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Ryan Public Schools served 51 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Ravia Public School

**COUNTY:** Johnston

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tina Spence, Coordinator  
(405) 521-4877

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Ravia Public School is an elementary school district with an enrollment of 89 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Ravia Public School served 30 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Tishomingo Public Schools

**COUNTY:** Johnston

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tina Spence, Coordinator  
(405) 521-4877

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Tishomingo Public Schools is an independent school district with an enrollment of 920 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Tishomingo Public Schools served 151 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals. This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Kildare Public School

**COUNTY:** Kay

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tina Spence, Coordinator  
(405) 521-4877

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Kildare Public School is an elementary school district with an enrollment of 70 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Kildare Public School served 8 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities. This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities. This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)

(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Peckham Public School

**COUNTY:** Kay

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tina Spence, Coordinator  
(405) 521-4877

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Peckham Public School is an elementary school district with an enrollment of 76 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Peckham Public School served 21 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Snyder Public Schools

**COUNTY:** Kiowa

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Craig Walker, Coordinator  
(405) 522-3255

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Snyder Public Schools is an independent school district with an enrollment of 526 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Snyder Public Schools served 95 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities. This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities. This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

### ***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)

(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Panola Public Schools

**COUNTY:** Latimer

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Craig Walker, Coordinator  
(405) 522-3255

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Panola Public Schools is an independent school district with an enrollment of 269 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Panola Public Schools served 59 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### ***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs. This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

### ***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA’s compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Bokoshe Public Schools

**COUNTY:** LeFlore

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Craig Walker, Coordinator  
(405) 522-3255

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Bokoshe Public Schools is an independent school district with an enrollment of 238 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Bokoshe Public Schools served 48 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Cameron Public Schools

**COUNTY:** LeFlore

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Craig Walker, Coordinator  
(405) 522-3255

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Cameron Public Schools is an independent school district with an enrollment of 361 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Cameron Public Schools served 60 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### ***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs. This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

### ***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities. This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities. This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.) (20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days. (20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA’s compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs

LEA Requirements: There is no additional requirement at this time.

***Indicator 14: Post-School Outcomes***

Indicator: An LEA’s compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

**IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA’s superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements

should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, “This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include ‘technical assistance and training’ necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B.”

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA’s compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Fanshawe Public School

**COUNTY:** LeFlore

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Craig Walker, Coordinator  
(405) 522-3255

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Fanshawe Public School is an elementary school district with an enrollment of 67 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Fanshawe Public School served 8 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities. This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities. This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)

(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Monroe Public School

**COUNTY:** LeFlore

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Craig Walker, Coordinator  
(405) 522-3255

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Monroe Public School is an elementary school district with an enrollment of 123 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Monroe Public School served 29 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Poteau Public Schools

**COUNTY:** LeFlore

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Craig Walker, Coordinator  
(405) 522-3255

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Poteau Public Schools is an independent school district with an enrollment of 2324 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Poteau Public Schools served 409 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that children referred by Part C (SoonerStart) prior to age 3 and, found eligible for Part B, havThis improvement plan shall include methods used by the LEA to ensure a clear understanding of the roles and responsibilities between the LEA and the lead agency to ensure a smooth and effective transition.This may include, but is not limited to, capacity building needs related to Part C to Part B transition, and/or procedures used by the IEP team in considering the IFSP in planning for the needs of the child.

***Indicator 13: Secondary Transition***

Indicator: An LEA’s compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals. This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B.”

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA’s compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Guthrie Public Schools

**COUNTY:** Logan

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Craig Walker, Coordinator  
(405) 522-3255

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Guthrie Public Schools is an independent school district with an enrollment of 3309 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Guthrie Public Schools served 413 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

**Indicator:** An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**State Target:** 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. (Note: the target for each LEA is no significant discrepancy.)

**LEA Requirements:** Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the district's discipline policy which should include the procedures for suspension/expulsion.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

**Indicator:** An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

**State Target:** 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

**LEA Requirements:** Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### ***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs. This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.) (20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days. (20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that children referred by Part C (SoonerStart) prior to age 3 and, found eligible for Part B, have this improvement plan shall include methods used by the LEA to ensure a clear understanding of the roles and responsibilities between the LEA and the lead agency to ensure a smooth and effective transition. This may include, but is not limited to, capacity building needs related to Part C to Part B transition, and/or procedures used by the IEP team in considering the IFSP in planning for the needs of the child.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Thackerville Public Schools

**COUNTY:** Love

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Craig Walker, Coordinator  
(405) 522-3255

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Thackerville Public Schools is an independent school district with an enrollment of 307 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Thackerville Public Schools served 51 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Aline-Cleo Public Schools

**COUNTY:** Major

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Craig Walker, Coordinator  
(405) 522-3255

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Aline-Cleo Public Schools is an independent school district with an enrollment of 168 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Aline-Cleo Public Schools served 27 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals. This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Locust Grove Public Schools

**COUNTY:** Mayes

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Keisha King, Coordinator  
(405) 522-1464

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Locust Grove Public Schools is an independent school district with an enrollment of 1604 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Locust Grove Public Schools served 338 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Wickliffe Public School

**COUNTY:** Mayes

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Keisha King, Coordinator  
(405) 522-1464

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Wickliffe Public School is an elementary school district with an enrollment of 158 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Wickliffe Public School served 19 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities. This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities. This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)

(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Byars Public School

**COUNTY:** McClain

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Keisha King, Coordinator  
(405) 522-1464

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Byars Public School is an elementary school district with an enrollment of 53 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Byars Public School served 20 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Wayne Public Schools

**COUNTY:** McClain

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Keisha King, Coordinator  
(405) 522-1464

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Wayne Public Schools is an independent school district with an enrollment of 512 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Wayne Public Schools served 109 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Eagletown Public Schools

**COUNTY:** McCurtain

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Keisha King, Coordinator  
(405) 522-1464

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Eagletown Public Schools is an independent school district with an enrollment of 230 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Eagletown Public Schools served 38 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that children referred by Part C (SoonerStart) prior to age 3 and, found eligible for Part B, havThis improvement plan shall include methods used by the LEA to ensure a clear understanding of the roles and responsibilities between the LEA and the lead agency to ensure a smooth and effective transition.This may include, but is not limited to, capacity building needs related to Part C to Part B transition, and/or procedures used by the IEP team in considering the IFSP in planning for the needs of the child.

***Indicator 13: Secondary Transition***

Indicator: An LEA’s compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Forest Grove Public School

**COUNTY:** McCurtain

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Keisha King, Coordinator  
(405) 522-1464

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Forest Grove Public School is an elementary school district with an enrollment of 126 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Forest Grove Public School served 23 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Lukfata Public School

**COUNTY:** McCurtain

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Keisha King, Coordinator  
(405) 522-1464

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Lukfata Public School is an elementary school district with an enrollment of 319 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Lukfata Public School served 33 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Valliant Public Schools

**COUNTY:** McCurtain

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Keisha King, Coordinator  
(405) 522-1464

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Valliant Public Schools is an independent school district with an enrollment of 1004 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Valliant Public Schools served 170 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to, the LEA's policy regarding graduation requirements. This improvement plan must include strategies

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities. This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities. This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)

(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

- Indicator:** An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))
- State Target:** 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
- LEA Requirements:** Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals. This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

### ***Indicator 14: Post-School Outcomes***

- Indicator:** An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))
- State Target:** Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.
- LEA Requirements:** Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Hilldale Public Schools

**COUNTY:** Muskogee

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Keisha King, Coordinator  
(405) 522-1464

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Hilldale Public Schools is an independent school district with an enrollment of 1801 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Hilldale Public Schools served 253 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### ***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

### ***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA’s compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Bethany Public Schools

**COUNTY:** Oklahoma

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Keisha King, Coordinator  
(405) 522-1464

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Bethany Public Schools is an independent school district with an enrollment of 1570 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Bethany Public Schools served 250 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### ***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs. This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

### ***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Jones Public Schools

**COUNTY:** Oklahoma

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Lydia Vaquera, Coordinator  
(405) 522-1588

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Jones Public Schools is an independent school district with an enrollment of 1156 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Jones Public Schools served 125 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan including, but not limited to, the LEA's policy regarding graduation requirements. This improvement plan must include strategies

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### ***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs. This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

### ***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA’s compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Midwest City-Del City Public Schools

**COUNTY:** Oklahoma

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Lydia Vaquera, Coordinator  
(405) 522-1588

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Midwest City-Del City Public Schools is an independent school district with an enrollment of 14643 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Midwest City-Del City Public Schools served 2014 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### ***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs. This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

### ***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

- Indicator:** An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))
- State Target:** 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
- LEA Requirements:** Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals. This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

### ***Indicator 14: Post-School Outcomes***

- Indicator:** An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))
- State Target:** Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.
- LEA Requirements:** Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Putnam City Public Schools

**COUNTY:** Oklahoma

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Lydia Vaquera, Coordinator  
(405) 522-1588

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Putnam City Public Schools is an independent school district with an enrollment of 18700 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Putnam City Public Schools served 2327 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

**Indicator:** An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**State Target:** 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. (Note: the target for each LEA is no significant discrepancy.)

**LEA Requirements:** Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of the district's discipline policy which should include the procedures for suspension/expulsion.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

**Indicator:** An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

**State Target:** 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

**LEA Requirements:** Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### ***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs. This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

### ***Indicator 8: Parent Involvement***

- Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))
- State Target: 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.
- LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities. This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities. This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

### ***Indicator 9: Disproportionality – Child with a Disability***

- Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))
- State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)
- LEA Requirements: There is no additional requirement at this time.

### ***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.) (20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days. (20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that children referred by Part C (SoonerStart) prior to age 3 and, found eligible for Part B, have This improvement plan shall include methods used by the LEA to ensure a clear understanding of the roles and responsibilities between the LEA and the lead agency to ensure a smooth and effective transition. This may include, but is not limited to, capacity building needs related to Part C to Part B transition, and/or procedures used by the IEP team in considering the IFSP in planning for the needs of the child.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Morris Public Schools

**COUNTY:** Okmulgee

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Lydia Vaquera, Coordinator  
(405) 522-1588

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Morris Public Schools is an independent school district with an enrollment of 999 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Morris Public Schools served 162 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Avant Public School

**COUNTY:** Osage

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Lydia Vaquera, Coordinator  
(405) 522-1588

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Avant Public School is an elementary school district with an enrollment of 97 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Avant Public School served 22 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Hominy Public Schools

**COUNTY:** Osage

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Lydia Vaquera, Coordinator  
(405) 522-1588

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Hominy Public Schools is an independent school district with an enrollment of 647 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Hominy Public Schools served 103 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA’s compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals. This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive

environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B.”

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA’s compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Pawhuska Public Schools

**COUNTY:** Osage

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Lydia Vaquera, Coordinator  
(405) 522-1588

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Pawhuska Public Schools is an independent school district with an enrollment of 906 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Pawhuska Public Schools served 165 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities. This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities. This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)

(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Prue Public Schools

**COUNTY:** Osage

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Lydia Vaquera, Coordinator  
(405) 522-1588

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Prue Public Schools is an independent school district with an enrollment of 290 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Prue Public Schools served 81 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will develop and implement programs and interventions (including reentry programs) to decrease the dropout rate of

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Oak Grove Public School

**COUNTY:** Payne

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Lydia Vaquera, Coordinator  
(405) 522-1588

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Oak Grove Public School is an elementary school district with an enrollment of 182 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Oak Grove Public School served 12 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Stillwater Public Schools

**COUNTY:** Payne

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Lydia Vaquera, Coordinator  
(405) 522-1588

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Stillwater Public Schools is an independent school district with an enrollment of 5650 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Stillwater Public Schools served 828 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that children referred by Part C (SoonerStart) prior to age 3 and, found eligible for Part B, have an IEP developed and implemented by their third birthday. This improvement plan shall include methods used by the LEA to ensure a clear understanding of the roles and responsibilities between the LEA and the lead agency to ensure a smooth and effective transition. This may include, but is not limited to, capacity building needs related to Part C to Part B transition, and/or procedures used by the IEP team in considering the IFSP in planning for the needs of the child.

### ***Indicator 13: Secondary Transition***

- Indicator:** An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))
- State Target:** 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs
- LEA Requirements:** Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals. This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

### ***Indicator 14: Post-School Outcomes***

- Indicator:** An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))
- State Target:** Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.
- LEA Requirements:** Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Canadian Public Schools

**COUNTY:** Pittsburg

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Misty Haas, Coordinator  
(405) 522-1835

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Canadian Public Schools is an independent school district with an enrollment of 474 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Canadian Public Schools served 102 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### ***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities. This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities. This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)

(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Kiowa Public Schools

**COUNTY:** Pittsburg

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Misty Haas, Coordinator  
(405) 522-1835

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Kiowa Public Schools is an independent school district with an enrollment of 291 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Kiowa Public Schools served 58 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Asher Public Schools

**COUNTY:** Pottawatomie

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Misty Haas, Coordinator  
(405) 522-1835

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Asher Public Schools is an independent school district with an enrollment of 226 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Asher Public Schools served 38 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Macomb Public Schools

**COUNTY:** Pottawatomie

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Misty Haas, Coordinator  
(405) 522-1835

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Macomb Public Schools is an independent school district with an enrollment of 374 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Macomb Public Schools served 78 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities. This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities. This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)

(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Reydon Public Schools

**COUNTY:** Roger Mills

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Misty Haas, Coordinator  
(405) 522-1835

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Reydon Public Schools is an independent school district with an enrollment of 130 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Reydon Public Schools served 20 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Catoosa Public Schools

**COUNTY:** Rogers

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Misty Haas, Coordinator  
(405) 522-1835

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Catoosa Public Schools is an independent school district with an enrollment of 2114 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Catoosa Public Schools served 359 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### ***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs. This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

### ***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Gans Public Schools

**COUNTY:** Sequoyah

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Misty Haas, Coordinator  
(405) 522-1835

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Gans Public Schools is an independent school district with an enrollment of 416 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Gans Public Schools served 123 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities. This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities. This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)

(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Moffett Public School

**COUNTY:** Sequoyah

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Misty Haas, Coordinator  
(405) 522-1835

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Moffett Public School is an elementary school district with an enrollment of 363 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Moffett Public School served 87 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities. This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities. This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)

(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Muldrow Public Schools

**COUNTY:** Sequoyah

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Misty Haas, Coordinator  
(405) 522-1835

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Muldrow Public Schools is an independent school district with an enrollment of 1741 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Muldrow Public Schools served 305 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Goodwell Public Schools

**COUNTY:** Texas

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Misty Haas, Coordinator  
(405) 522-1835

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Goodwell Public Schools is an independent school district with an enrollment of 200 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Goodwell Public Schools served 26 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Hardesty Public Schools

**COUNTY:** Texas

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tammy Lawson, Coordinator  
(405) 521-4867

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Hardesty Public Schools is an independent school district with an enrollment of 95 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Hardesty Public Schools served 10 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Davidson Public Schools

**COUNTY:** Tillman

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tammy Lawson, Coordinator  
(405) 521-4867

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Davidson Public Schools is an independent school district with an enrollment of 118 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Davidson Public Schools served 27 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Grandfield Public Schools

**COUNTY:** Tillman

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tammy Lawson, Coordinator  
(405) 521-4867

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Grandfield Public Schools is an independent school district with an enrollment of 259 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Grandfield Public Schools served 43 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Berryhill Public Schools

**COUNTY:** Tulsa

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tammy Lawson, Coordinator  
(405) 521-4867

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Berryhill Public Schools is an independent school district with an enrollment of 1256 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Berryhill Public Schools served 122 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Collinsville Public Schools

**COUNTY:** Tulsa

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tammy Lawson, Coordinator  
(405) 521-4867

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Collinsville Public Schools is an independent school district with an enrollment of 2604 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Collinsville Public Schools served 301 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

#### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Liberty Public Schools

**COUNTY:** Tulsa

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tammy Lawson, Coordinator  
(405) 521-4867

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Liberty Public Schools is an independent school district with an enrollment of 596 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Liberty Public Schools served 102 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### ***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs. This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

### ***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure compliance and provide the OSDE-SES with timelines for which eligibility determinations were made. This improvement plan shall include methods in which the LEA conducts evaluations (and reevaluations, if appropriate) consistent with State and federal requirements.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Okay Public Schools

**COUNTY:** Wagoner

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tammy Lawson, Coordinator  
(405) 521-4867

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Okay Public Schools is an independent school district with an enrollment of 477 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Okay Public Schools served 89 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities. This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities. This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

### ***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)

(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Porter Consolidated Public Schools

**COUNTY:** Wagoner

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tammy Lawson, Coordinator  
(405) 521-4867

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Porter Consolidated Public Schools is an independent school district with an enrollment of 545 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Porter Consolidated Public Schools served 116 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that parents of students with disabilities feel they have had adequate involvement to improve services and results for children with disabilities. This improvement plan shall include methods used by the LEA to ensure parent/family involvement is actively cultivated, encouraged, and welcomed in schools as a means of improving services and results for children with disabilities. This may include, but is not limited to, opportunities for ongoing skill development, education, and training available for parents/families to promote active involvement in IEP meetings to plan for the educational needs of their child, including participation in community organizations and parent/family focus groups.

### ***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)

(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA’s compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA’s compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

## **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical

assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Cordell Public Schools

**COUNTY:** Washita

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tammy Lawson, Coordinator  
(405) 521-4867

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Cordell Public Schools is an independent school district with an enrollment of 704 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Cordell Public Schools served 79 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that processes and procedures for determining least restrictive environment (LRE) are implemented. Th

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### ***Indicator 7: Preschool Outcomes***

Indicator: An LEA's compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 8: Parent Involvement***

Indicator: An LEA's compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the district will ensure that students aged 16 and above have IEPs that include coordinated, measurable, annual IEP goals. This improvement plan shall include methods to collaborate and promote access to and progress in academic and nonacademic domains of the general curriculum. This may include, but is not limited to, how agencies collaborate to ensure the provision of transition services for all children during and after the transition to post-school activities.

#### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

#### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

## **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Mooreland Public Schools

**COUNTY:** Woodward

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tammy Lawson, Coordinator  
(405) 521-4867

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Mooreland Public Schools is an independent school district with an enrollment of 514 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Mooreland Public Schools served 96 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that children with disabilities are appropriately included in state and district-wide assessments including, but not limited to, assessment procedures and/or guidelines. This improvement plan must include methods of internal monitoring, safeguards, the person(s) responsible for the implementation, and the date of implementation.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
Janet Barresi, State Superintendent of Public Instruction

**COMPLIANCE REVIEW: SPECIAL EDUCATION PROGRAMS**

**SCHOOL DISTRICT/AGENCY:** Woodward Public Schools

**COUNTY:** Woodward

**YEAR OF REVIEW:** SY2009-2010

**DATE OF REPORT:** April 15, 2011

**REVIEWER:** Tammy Lawson, Coordinator  
(405) 521-4867

**I. Introduction:**

Local educational agencies (LEAs) must adopt policies and procedures consistent with state and federal requirements and are responsible for implementing programs that comply with Part B of the Individuals with Disabilities Education Act (IDEA) of 2004. General supervision of LEAs is conducted at the State level. The Oklahoma State Department of Education (OSDE), Special Education Services (SES), conducted a desk audit compliance review in Spring 2011.

Woodward Public Schools is an independent school district with an enrollment of 2684 students as of Wednesday, October 1, 2009. As of Wednesday, October 1, 2008, Woodward Public Schools served 366 children with disabilities, aged three through 21.

**II. Overview of Process:**

According to the *Oklahoma State Performance Plan (SPP)*, the OSDE-SES will monitor approximately 90 LEAs (1/6 of the total districts) using the data available for each of the 14 monitoring areas identified in the SPP. For SY2009-2010, 89 LEAs were chosen at random to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students and 6) 1 to 249 students. For each LEA selected, data submitted by the LEA through the Oklahoma Special Education Child Count System (i.e., Child Count and the Data/Annual Performance Report), as well as graduation, drop-out, and assessment data collected by the OSDE Office of Accountability and Assessment, were compared to the state targets for each indicator. For each state target identified in the SPP that was not met, LEAs will be required to submit a written improvement plan for the indicator.

### **III. Monitoring Priority Indicators**

#### ***Indicator 1: Graduation Rates***

Indicator: An LEA's graduation rate is measured as the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 67.80% of youth with IEPs will graduate from high school with a regular diploma.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 2: Dropout Rates***

Indicator: An LEA's dropout rate is measured as the percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: <5.19% of youth with IEPs will be reported as dropouts.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 3: Assessment***

Indicator: An LEA's compliance with assessment is measured by the LEA's participation rate for children with IEPs and proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: 95.00% of children with IEPs will participate in assessment of math and reading; 62.13% of children with IEPs will be proficient in math; AND 60.93% of children with IEPs will be proficient in reading.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 4: Discipline***

Indicator: An LEA's compliance with discipline is measured by the LEA's rates of suspension and expulsion; that is, LEAs are in noncompliance with discipline when they are identified by the state as having "a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs." (Note: the OSDE-SES has defined a "significant discrepancy" as a risk ratio of suspension or expulsion of greater than 2.5 for students with disabilities compared to students in the general education curriculum; that is, a significant discrepancy exists when students with disabilities are at least 2.5 times more likely than their nondisabled peers to be suspended or expelled for at least 10 days.)  
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

State Target: 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. (Note: the target for each LEA is no significant discrepancy.)

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 5: School Age Least Restrictive Environment (LRE)***

Indicator: An LEA's school age LRE is measured as the percent of children with IEPs aged 6 through 21 served: a) Inside the regular class 80% or more of the day; b) Inside the regular class less than 40% of the day; and c) In separate schools, residential facilities, or homebound/hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 50.04% of students with disabilities will be inside the regular class >80% of the day; <9.94% of students with disabilities will be inside the regular class 40-79% of the day; AND <1.85% of students with disabilities will be in separate schools/facilities.

LEA Requirements: There is no additional requirement at this time.

#### ***Indicator 6: Preschool LRE***

Indicator: An LEA's preschool LRE is measured as the percent of children aged 3 through 5 with IEPs attending a: a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and b) separate special education class, separate school or residential facility.  
(20 U.S.C. 1416(a)(3)(A))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), targets have not yet been determined.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

***Indicator 7: Preschool Outcomes***

Indicator: An LEA’s compliance with preschool outcomes is measured by the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including language communication and early literacy); and c) use of appropriate behaviors to meet their needs.  
(20 U.S.C. 1416 (a)(3)(A))

State Target: Outcome A: Positive social-emotional skills (including social relationships) 94.78% of children increased rate of growth and 57.44% of children functioning within age expectations.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).93.84% of children increased rate of growth and 56.49% of children functioning within age expectations.

Outcome C: Use of appropriate behaviors to meet their needs. 94.03% of children increased rate of growth and 68.25% of children functioning within age expectations.

LEA Requirements: Within 30 calendar days of the receipt of this report, the LEA will develop, implement, and submit a written improvement plan of how the LEA will ensure that preschool children with IEPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs.This improvement plan must include methods used by the LEA to ensure that the IEPs of preschool children with disabilities address early language/communication, pre-literacy, and social-emotional skills.

***Indicator 8: Parent Involvement***

Indicator: An LEA’s compliance with parent involvement is measured by the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.  
(20 U.S.C. 1416(a)(3)(A))

State Target: 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.

LEA Requirements: There is no additional requirement at this time.

***Indicator 9: Disproportionality – Child with a Disability***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 10: Disproportionality – Eligibility Category***

Indicator: An LEA’s compliance with disproportionality involves a determination that any disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories is *not* a result of inappropriate identification. (Note: the OSDE-SES has defined “disproportionate representation” as a risk ratio of greater than 2.5 for any race or ethnicity; that is, an LEA has disproportionate representation when students of a particular race or ethnicity are more than 2.5 times as likely than students of all other races to be identified for special education and related services in a specific disability category.)  
(20 U.S.C. 1416(a)(3)(C))

State Target: 0.00% of LEAs will have disproportionate representation that is the result of inappropriate identification. (Note: because “inappropriate identification” can only be determined with documentation, LEAs with disproportionate representation will be flagged as potentially non-compliant and required to provide documentation to suggest otherwise. In addition, LEAs are required to submit assurances annually regarding the appropriateness of child find policies and procedures as part of the Part I LEA Implementation Agreement.)

LEA Requirements: There is no additional requirement at this time.

***Indicator 11: Child Find***

Indicator: An LEA's compliance with child find is measured as the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 45 school days.

LEA Requirements: There is no additional requirement at this time.

***Indicator 12: Early Childhood Transition***

Indicator: An LEA's compliance with early childhood transition is measured as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

LEA Requirements: There is no additional requirement at this time.

***Indicator 13: Secondary Transition***

Indicator: An LEA's compliance with secondary transition is measured as the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs  
(20 U.S.C. 1416(a)(3)(B))

State Target: 100.00% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

LEA Requirements: There is no additional requirement at this time.

### ***Indicator 14: Post-School Outcomes***

Indicator: An LEA's compliance with post-school outcomes is measured as the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: a) Enrolled in higher education within one year of leaving high school; b) Enrolled in higher education or competitively employed within one year of leaving high school; and, c) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  
20 U.S.C. 1416(a)(3)(B))

State Target: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), baseline data was set for 2009-2010.

LEA Requirements: Because this is a new indicator (i.e., data not previously collected by the OSDE-SES), district performance against a state target cannot be determined; thus, there is no requirement at this time.

### **IV. Assurance Statement**

An assurance that the requirements outlined in this report will be submitted to the OSDE-SES within 30 calendar days of the date of this report must be written and signed by the LEA's superintendent. The statement should also include an assurance that for each area of noncompliance, improvements will be implemented to remedy deficiencies. These statements should also accompany the assurance required by 34 CFR §§ 300.220 and 300.240, which states, "This district shall develop and implement improvements for areas of noncompliance in order to comply with state and federal regulations. Improvements and remedies will include 'technical assistance and training' necessary to assist teachers and administrators of the district in their efforts to implement a free appropriate public education (FAPE) in the least restrictive environment, with parent participation, and in accordance with the procedural safeguards under IDEA, Part B."

### **V. Other Information**

Subsequent monitoring activities may be initiated as necessary to ensure the LEA's compliance is consistent with policies, procedures, and regulations and in accordance with state education agency responsibilities required by 34 CFR § 300.149.

Under the Open Records Act, it may be necessary for the LEA or the OSDE to provide access to this public document upon request. In the event that the OSDE receives such a request, it will seek to protect, to the extent provided by law, personally identifiable information, which, if released, could constitute an unwarranted invasion of privacy and confidentiality.

In accordance with 34 CFR § 300.212, Public Information, the LEA will make such public documents related to the eligibility of the agency under IDEA Part B available to the parents of children with disabilities and to the general public, as necessary.