

Oklahoma's Annual Performance Report (APR)

Individuals with Disabilities Education Act (IDEA), Part B



Oklahoma State Department of Education
Special Education Services
January 2007

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report (APR) Development:

The Oklahoma State Department of Education (OSDE), Special Education Services (SES), developed the Annual Performance Report (APR) accordance with the detailed procedures prescribed by the Secretary of the United States Department of Education (USDE). The OSDE-SES incorporated input from the Individuals with Disabilities Education Act (IDEA) Part B Advisory Panel, which met on February 13, 2006, July 17, 2006, November 20, 2006, and January 18, 2007, as well as a broad group of stakeholders, including individuals with disabilities, parents of children with disabilities, local educational agency (LEA) administrators and teachers, legal counsel, advocates, and representatives from higher education and other state agencies. The State Performance Plan (SPP)/APR Stakeholder Group met on October 16, 2006. In addition, the following groups the development of and will participate in the improvement activities, timelines, and resources associated with the APR:

- Access Center;
- Access to Standards Taskforce;
- Alternative Dispute Resolution Center (ADRC);
- Center on Positive Behavioral Interventions and Supports (PBIS);
- Consortium for Appropriate Dispute Resolution in Special Education (CADRE);
- Cooperative Council for Oklahoma School Administration (CCOSA);
- Curriculum Access Resource Guide (CARG) Taskforce;
- Early Childhood Outcomes (ECO) Center;
- Education Oversight Committee;
- Focused Monitoring Stakeholder Group;
- Interagency Coordinating Council (ICC);
- Learning Disabilities Association of Oklahoma (LDAO);
- National Association of State Directors of Special Education (NASDSE);
- National Center for Culturally Responsible Educational Systems (NCCRESt);
- National Center on Educational Outcomes (NCEO);
- National Center on Secondary Education and Transition (NCSET);
- National Center for Special Education Accountability Monitoring (NCSEAM);
- National Center on Student Progress Monitoring;
- National Dissemination Center for Children with Disabilities (NICHCY);
- National Dropout Prevention Center for Students with Disabilities (NDPC-SD);
- National Early Childhood Technical Assistance Center (NECTAC);
- National Post-School Outcomes (NPSO) Center;
- National Secondary Transition Technical Assistance Center (NSTTAC);
- Oklahoma Alternate Assessment Program (OAAP) Advisory Council;
- Oklahoma Alternate Assessment Program (OAAP) Standard Setting Committee;
- Oklahoma Assistive Technology Center (OATC);
- Oklahoma Association on Higher Education and Disability (OK-AHEAD);
- Oklahoma Directors of Special Services (ODSS);
- Oklahoma Federation of the Council for Exceptional Children (OFCEC);
- Oklahoma School Psychology Association (OSPA);
- Oklahoma State Department of Education, Office of Accountability and Assessment;
- Oklahoma State Department of Education, Office of Accreditation;
- Oklahoma State Department of Education, Office of Alternative Education;
- Oklahoma State Department of Education, Office of Standards and Curriculum;
- Oklahoma State Department of Education, Reading First Program;
- Oklahoma State School Boards Association (OSSBA);
- Oklahoma State University – Assisting Brighter Living with Enabling Technology (OSU-ABLE Tech);
- Part C Quality Assurance Stakeholder Group;
- Payne Education Center;
- Post-School Outcomes Committee;

- Risk Pool Stakeholder Group;
- Southeast Regional Resource Center (SERRC);
- Statewide Interagency Transition Committee;
- Statewide Training and Regional Support (STARS);
- United Suburban School Association (USSA);
- University of Oklahoma Health Sciences Center (OUHSC) – Child Study Center; and
- Westat.

The OSDE-SES will make available and report statewide data to the public regarding progress and/or slippage in meeting the measurable and rigorous targets identified in the APR. In addition, the state will report disaggregated data based on the performance of each LEA on the targets in the APR (see Attachment 1 for the statewide sample). The OSDE-SES will deliver the APR to all LEA superintendents and special education directors, the IDEA Part B Advisory Panel, the Education Oversight Committee, and the SPP/APR Stakeholder Group. The APR will be posted on the OSDE-SES website <www.sde.state.ok.us> for public viewing and will be shared at open public meetings such as the Education Oversight Committee Meeting, State Superintendent’s Special Education Conference, and IDEA Part B Advisory Panel Meeting.

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

Monitoring Priority: Graduation Rates

Indicator 1 – Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma.

Measurement:

Percent of youth with IEPs = # of children with IEPs in grade 12 on October 1 who graduated divided by the number of children with IEPs in grade 12.

Percent of all youth = # of children in grade 12 on October 1 who graduated divided by the number of children in grade 12.

A graduate is defined as any student who completes the state and local district minimum requirements for graduation. According to Oklahoma School Law, to graduate from a public high school accredited by the State Board of Education, students must complete 4 units (or sets of competencies) of language arts, 3 units of mathematics, 3 units of science, 3 units of social studies, and 2 units of arts (15 total units). In addition, students are required to complete any additional course requirements or recommended elective courses established by the local school board. Youth with IEPs under IDEA who satisfy the graduation requirements through the IEP are awarded a standard high school diploma.

Measurable and Rigorous Target:

In FFY 2005, 89.28% of youth with IEPs will graduate with a regular diploma.

Actual Target Data for FFY 2005:

In FFY 2005, 4,510 of 5,110 (88.26%) of youth on IEPs graduated with a regular diploma; 35,925 of 37,986 (94.57%) of all youth in Oklahoma graduated with a regular diploma.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

For FFY 2005, the OSDE-SES created additional edits to the online Special Education Child Count System (which is used for reporting exits for students with disabilities in Oklahoma). At that time, the OSDE-SES implemented an additional exit code (not to be reported as an exit to the OSEP) that allows LEAs to remove students from their systems who have completed the highest level of education available at that district, but have not officially graduated. Previously, LEAs may have included some of these students in their counts of graduates, which may have inflated the baseline provided in FFY 2004 (and thus, the measurable and rigorous targets set in the SPP). For example, a dependent LEA (serving grades pre-Kindergarten through Grade 8) may have previously considered a student who has successfully completed Grade 8 as a graduate of the LEA. Thus, this difference in reporting may account for the slippage noted. For FFY 2005, the OSDE-SES also completed the following improvement activities proposed in the SPP:

- 1) The OSDE-SES met with the OSDE Office of Accreditation, the OSDE Student Information System, and the OSDE Data Services section to discuss differences in the reporting of graduates for special education and regular education students. Although it seems that these differences are based on definitions of graduates provided by federal (special education) and state (regular education) laws – so they cannot be modified for consistency – the sections discussed ideas to make the differences in reporting more understandable to the public.
- 2) The OSDE-SES continued to provide technical assistance and resources to LEAs on methods of increasing graduation rates (e.g., offering incentives to students who stay in school and have perfect attendance, developing smaller learning communities, implementing self-directed IEPs, self-determination and self-advocacy, and/or increasing involvement in extracurricular activities), secondary transition, co-teaching, team teaching, and inclusion. This included the Oklahoma Transition Institute (in which 40 teams from across the state discussed secondary transition for students with disabilities, heard from experts, and developed plans for the future), several breakout sessions at the State Superintendent’s Special Education Conference, the State Superintendent’s Leadership Conference, the “For Counselors Only” Conference, and many other personnel development activities held statewide. The OSDE-SES also provided this information to LEAs through mail, e-mail, telephone technical assistance, and continual postings on the OSDE-SES website.
- 3) The OSDE-SES requested and received additional technical assistance and information from the SERRC, NCSET, NSTTAC, and NSPO on graduation strategies or policies from other states, including the development and utilization of the Summary of Performance (SOP) as part of the IEP.
- 4) The OSDE-SES provided data collection and reporting workshops in each of the five regions in Oklahoma (8 total workshops) to assist LEAs in the requirements of reporting graduation rates and to offer strategies for the timeliness and accuracy of data submissions. These workshops included step-by-step demonstrations of the web-based reporting system, and guided participants through each variable collected (i.e., definitions, computations, aggregations, and use of the data at the state and federal levels).

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

None.

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Overview of the Annual Performance Report (APR) Development:

See indicator 1.

Monitoring Priority: Drop-Out Rates

Indicator 2 – Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

Measurement:

Percent of youth with IEPs = # of children with IEPs in grades 9-12 on October 1 who dropped out divided by the number of children with IEPs in grades 9-12.

Percent of all youth = # of children in grades 9-12 on October 1 who dropped out divided by the number of children in grades 9-12.

In special education, a dropout is defined as a student who was enrolled at some point during the 2004-2005 school year and was not enrolled at the end of the 2004-2005 school year and did not exit special education. This includes expulsions, runaways, GED recipients, status unknown, and students who moved and are not known to be continuing in another educational program.

According to the OSDE Office of Accreditation, a dropout is defined as any student who is under the age of nineteen (19) and has not graduated from high school and is not attending any public or private school or is not otherwise receiving an education pursuant to law for the full term of the school district in which he (she) resides are in session. This does not include any student who has been suspended or expelled.

Measurable and Rigorous Target:

In FFY 2005, 6.71% of youth with IEPs will be reported as dropouts.

Actual Target Data for FFY 2005:

In FFY 2005, 1,249 of 26,846 (4.65%) of youth on IEPs in grades 9 through 12 dropped out; 5,819 of 176,885 (3.29%) of all youth in Oklahoma in grades 9 through 12 dropped out.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

For FFY 2005, the OSDE-SES created additional edits to the online Special Education Child Count System (which is used for reporting exits for students with disabilities in Oklahoma). At that time, the OSDE-SES implemented an additional exit code (not to be reported as an exit to the OSEP) that allows LEAs to remove students from their systems who have completed the highest level of education available at that district, but have not officially graduated or dropped out. Previously, LEAs may have included some of these students in their counts of dropouts, which may have inflated the baseline provided in FFY 2004 (and thus, the measurable and rigorous targets set in the SPP). For example, a dependent LEA (serving grades pre-Kindergarten through Grade 8) may have previously considered a student who has successfully completed Grade 8, but no longer attends the LEA as “moved, not known

to be continuing”, which would be counted as a dropout of the LEA. For FFY 2005, the OSDE-SES also completed the following improvement activities proposed in the SPP:

- 1) The OSDE-SES met with the OSDE Office of Accreditation, the OSDE Student Information System, and the OSDE Data Services section to discuss differences in the reporting of dropouts for special education and regular education students. Although it seems that these differences are based on definitions of dropouts provided by federal (special education) and state (regular education) laws – so they cannot be modified for consistency – the sections discussed ideas to make the differences in reporting more understandable to the public (see the SPP for information regarding these reporting differences).
- 2) The OSDE-SES continued to provide technical assistance and resources to LEAs on methods of decreasing dropout rates (e.g., offering incentives to students who stay in school and have perfect attendance, developing smaller learning communities, implementing self-directed IEPs, self-determination and self-advocacy, and/or increasing involvement in extracurricular activities), secondary transition, co-teaching, team teaching, and inclusion. This included the Oklahoma Transition Institute (in which 40 teams from across the state discussed secondary transition for students with disabilities, heard from experts, and developed plans for the future), several breakout sessions at the State Superintendent’s Special Education Conference, the State Superintendent’s Leadership Conference, the “For Counselors Only” Conference, and many other personnel development activities held statewide. The OSDE-SES also provided this information to LEAs through mail, e-mail, telephone technical assistance, and continual postings on the OSDE-SES website.
- 3) The OSDE-SES requested and received additional technical assistance and information from the SERRC, NCSET, NSTTAC, and NSPO on retention and graduation strategies or policies from other states, including the development and utilization of the Summary of Performance (SOP) as part of the IEP.
- 4) The OSDE-SES provided data collection and reporting workshops in each of the five regions in Oklahoma (8 total workshops) to assist LEAs in the requirements of reporting dropout rates and to offer strategies for the timeliness and accuracy of data submissions. These workshops included step-by-step demonstrations of the web-based reporting system, and guided participants through each variable collected (i.e., definitions, computations, aggregations, and use of the data at the state and federal levels).

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

None.

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Overview of the Annual Performance Report (APR) Development:

See indicator 1.

Monitoring Priority: Assessment

Indicator 3 – Participation and performance of children with disabilities on statewide assessments:

- A.** Percent of districts meeting the State’s Adequate Yearly Progress (AYP) objectives for progress for disability subgroup.
- B.** Participation rate for children with IEPs in a regular assessment with no accommodations; regular accommodations; alternate assessment against grade level standards; and alternate assessment against alternate achievement standards.
- C.** Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

Measurement:

A. Percent = # of districts meeting the State’s AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.

B. Participation rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in regular assessment with no accommodations (percent = **b** divided by **a** times 100);
- c. # of children with IEPs in regular assessment with accommodations (percent = **c** divided by **a** times 100);
- d. # of children with IEPs in alternate assessment against grade level standards (percent = **d** divided by **a** times 100); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = **e** divided by **a** times 100).

Account for any children included in **a** but not included in **b**, **c**, **d**, or **e** above

Overall Percent = **b + c + d + e** divided by **a**.

C. Proficiency rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = **b** divided by **a** times 100);
- c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = **c** divided by **a** times 100);
- d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = **d** divided by **a** times 100); and
- e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = **e** divided by **a** times 100).

Overall Percent = **b + c + d + e** divided by **a**.

Measurable and Rigorous Target:

- A. In FFY 2005, 31.00% of districts will meet AYP for Math, and 45.00% of district will meet AYP for reading.
- B. In FFY 2005, 100.00% of children with IEPs will participate in assessment of Math and Reading.
- C. In FFY 2005, 30.00% of children with IEPs will be proficient in Math; 30.00% will be proficient in Reading.

Actual Target Data for FFY 2005:

- A. In FFY 2005, 125 of 159 (78.62%) LEAs meeting the minimum size met AYP for Math for the disability subgroup; 121 of 159 (76.10%) LEAs met AYP for Reading for the disability subgroup.
- B. In FFY 2005, 98.78% of children with IEPs participated in assessment of Math; 98.60% of children with IEPs participated in assessment of Reading (see also Attachment 2 for details).
 - a. In FFY 2005, 47,011 of 47,592 (98.78%) of children with IEPs participated in assessment of Math; 47,441 of 48,115 (98.60%) of children with IEPs participated in assessment of Reading.
 - b. In FFY 2005, 10,726 (22.82%) children with IEPs participated in regular assessments with no accommodations in Math; 11,363 (23.95%) children with IEPs participated in regular assessments with no accommodations in Reading.
 - c. In FFY 2005, 33,639 (71.55%) children with IEPs participated in regular assessments with accommodations in Math; 33,431 (70.47%) children with IEPs participated in regular assessments with accommodations in Reading.
 - d. In FFY 2005, 0 (0%) children with IEPs participated in alternate assessment against grade level standards in Math and Reading.
 - e. In FFY 2005, 2,646 (5.63%) children with IEPs participated in alternate assessment against alternate achievement standards in Math; 2,647 (5.58%) children with IEPs participated in alternate assessment against alternate achievement standards in Reading.
- C. In FFY 2005, 34.19% of children with IEPs were proficient in Math, and 35.04% of children with IEPs were proficient in Reading (see also Attachment 2 for details).
 - a. In FFY 2005, 47,011 of 47,592 (98.78%) of children with IEPs participated in assessment of Math; 47,441 of 48,115 (98.60%) of children with IEPs participated in assessment of Reading.
 - b. In FFY 2005, 5,401 (11.49%) children with IEPs who participated in regular assessment with no accommodations were proficient in Math and 6,220 (13.11%) were proficient in Reading.
 - c. In FFY 2005, 8,534 (18.15%) children with IEPs who participated in regular assessment with accommodations were proficient in Math and 8,218 (17.32%) were proficient in Reading.
 - d. In FFY 2005, 0 (0.00%) children with IEPs who participated in alternate assessments against grade level standards were proficient in Math and 0 (0.00%) were proficient in Reading.
 - e. In FFY 2005, 1,664 (4.55%) children with IEPs who participated in alternate assessments against alternate achievement standards were proficient in Math and 1,518 (4.61%) were proficient in Reading.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

In FFY 2004, the OSDE Office of Accountability and Assessment reported 100% participation for students with disabilities because it was impossible to disaggregate students whose scores were invalid from students with invalid scores because they were absent. In FFY 2005, these students were counted as absent instead of invalid. For FFY 2006, participation for students with disabilities whose scores are invalid will be reported separately from the participation of students with disabilities who were absent from the testing. In addition, in FFY 2005, the OSDE-SES added assessments for Grade 6 and Grade 7 (which may account for differences in the participation and proficiency of students with disabilities on Math and Reading assessments). For FFY 2005, the OSDE-SES also completed the following improvement activities proposed in the SPP:

- 1) The OSDE-SES collaborated with the OSDE Office of Assessment and Accountability and the OSDE Office of Standards and Curriculum to develop the Curriculum Access Resource Guide - Alternate (CARG-A) for the alternate portfolio assessment and the Curriculum Access Resource Guide – Modified (CARG-M) for the grade-level modified achievement assessment (which will be available in Spring 2007). The CARG-A and CARG-M are the access points to curriculum standards for students with disabilities participating in an alternate assessment. The development of the CARG-A and CARG-M included the alignment of all assessments to grade-level achievement standards.
- 2) The OSDE-SES collaborated with the Payne Education Center to provide scholarships to educators of students with disabilities to enhance their skills in providing appropriate differentiated instruction in reading and comprehension skills. The OSDE-SES also collaborated with Focus on Reading to provide reading labs to all schools identified as in need of improvement on AYP due to the subgroup of students with disabilities.
- 3) The OSDE-SES provided training for LEAs on all assessment options for students with disabilities in regional and statewide leadership conferences, including several breakout sessions at the State Superintendent’s Leadership Conference and State Superintendent’s Special Education Conference. The OSDE-SES also provided technical assistance regarding appropriate accommodations and the use of accommodations on state assessments at these trainings, through memorandums to LEAs, videoconferences, and telephone technical assistance.
- 4) The OSDE-SES developed a professional development opportunity (the “Special Education Master Teacher Program”) to provide regional training to educators. One of the many focuses of this program includes the provision of technical assistance on aligning grade level concepts while still meeting the functional needs of students with significant cognitive disabilities.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

Baseline data have been corrected for the participation and performance of students with disabilities on state assessments. Performance targets have been modified due to the baseline corrections.

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Overview of the Annual Performance Report (APR) Development:

See indicator 1.

Monitoring Priority: Suspension/Expulsion

Indicator 4 – Rates of suspension and expulsion: a) percent of districts identified by the State as having a significant discrepancy in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and b) percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

Measurement:

- A. Percent of districts = number of districts identified by the Oklahoma State Department of Education (OSDE) as having significant discrepancies in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by the number of districts in Oklahoma times 100.
- B. Percent of districts = number of districts identified by the OSDE as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race and ethnicity divided by the total number of districts in Oklahoma times 100.

The OSDE has defined “significant discrepancy” as a risk ratio of suspension or expulsion of 2.5 or greater for students with disabilities compared to students in the general education curriculum.

Measurable and Rigorous Target:

- A. In FFY 2005, 14.19% 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.
- B. Because this is a new indicator, targets for FFY 2005 are not applicable.

Actual Target Data for FFY 2005:

- A. In FFY 2005, 914 of 96,601 (0.95%) of students with disabilities were suspended and/or expelled for greater than 10 days in a school year statewide, compared to 2,551 of 537,864 (0.47%) of students without disabilities, resulting in a risk ratio of suspension or expulsion of 1.99 (i.e., statewide at risk for a significant discrepancy in the rate of suspensions and expulsions of children with disabilities compared to children without disabilities). In addition, 41 of 540 (7.59%) of LEAs in Oklahoma have significant discrepancies in rates of suspensions or expulsions between students with disabilities and students without disabilities. However, in FFY 2005, there were no findings of LEA noncompliance related to discipline.
- B. Because this is a new indicator, baseline data for FFY 2005 may be located in the *Oklahoma State Performance Plan (2005)*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

For FFY 2005, the OSDE-SES changed the online Special Education Child Count System (which is used for reporting discipline for students with disabilities in Oklahoma) to collect discipline information by child instead of in aggregate form to allow for more accurate reporting of data. For FFY 2005, the OSDE-SES also completed the following improvement activities proposed in the SPP:

1. The OSDE-SES continued to provide technical assistance and resources to LEAs on behavioral interventions and manifestation determinations. This included regional trainings on effective behavior strategies in the classroom by experts, breakout sessions at the State Superintendent's Special Education Conference, and many other personnel development activities held statewide.
2. The OSDE-SES applied for and received the State Personnel Development Grant (SPDG). As part of this grant, the OSDE-SES has proposed to implement Positive Behavioral Interventions and Supports (PBIS) statewide over five years, each year focusing on one of the five regions in Oklahoma. As part of this program, the OSDE-SES is inviting LEAs identified as significantly discrepant in rates of suspensions/expulsions to receive training on discipline placement alternatives for students with disabilities.
3. The OSDE-SES provided data collection and reporting workshops in each of the five regions in Oklahoma (8 total workshops) to assist LEAs in the requirements of reporting discipline and to offer strategies for the timeliness and accuracy of data submissions. These workshops included step-by-step demonstrations of the web-based reporting system, and guided participants through each variable collected (i.e., definitions, computations, aggregations, and use of the data at the state and federal levels).
4. For FFY 2005, the OSDE-SES provided all LEAs an additional 15% of IDEA Part B Flow Through funds designated for Early Intervening Services. These funds were set aside at the LEAs to carry out activities that include professional development for teachers and other staff to enable them to deliver scientifically based academic and behavioral interventions as well as providing educational and behavioral evaluations, services, and supports.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the Oklahoma State Performance Plan (SPP; 2005):

Following the recommendations of broad stakeholder input, the risk ratio used to determine "significant discrepancies" in rates of suspensions/expulsions between general education and special education students changed from "greater than 1.5" to "2.5 or greater" to maintain consistency with Indicators 9 and 10. In addition, baseline data for the percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity has been added.

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Overview of the Annual Performance Report (APR) Development:

See indicator 1.

Monitoring Priority: School Age LRE

Indicator 5 – Percent of children with IEPs aged 6 through 21: a) removed from regular class less than 21% of the day; b) removed from regular class greater than 60% of the day; or c) served in public or private separate schools, residential placements, or homebound or hospital placements.

Measurement:

- A. Percent = number of children with IEPs removed from regular class less than 21% of the day divided by the total number of students aged 6 through 21 with IEPs times 100.
- B. Percent = number of children with IEPs removed from regular class greater than 60% of the day divided by the total number of students aged 6 through 21 with IEPs times 100.
- C. Percent = number of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total number of students aged 6 through 21 with IEPs times 100.

Measurable and Rigorous Target:

- A. In FFY 2005, 48.54% of students with disabilities will be outside the Regular Class < 21% of the day.
- B. In FFY 2005, 10.34% of students with disabilities will be outside the Regular Class > 60% of the day.
- C. In FFY 2005, 1.69% of students with disabilities will be in Separate Schools/Facilities.

Actual Target Data for FFY 2005:

- A. In FFY 2005, 43,580 of 84,450 (49.27%) students with disabilities were outside the Regular Class < 21% of the day.
- B. In FFY 2005, 8,594 of 88,450 (9.72%) students with disabilities were outside the Regular Class > 60% of the day.
- C. In FFY 2005, 1,620 of 88,450 (1.83%) students with disabilities were in Separate Schools/Facilities.

Educational Environment	Percent of Children with Disabilities						
	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of Day	47.41%	46.84%	46.68%	46.55%	47.12%	48.04%	49.27%
Outside Regular Class > 60% of Day	12.07%	12.28%	12.00%	11.42%	11.10%	10.44%	9.72%
Separate School/Facility	1.51%	1.58%	1.84%	2.29%	2.47%	1.74%	1.83%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

For FFY 2005, the Focused Monitoring Stakeholder Group identified School Age LRE (the percent of students with disabilities outside the regular class <21% of the day) as a monitoring priority. The OSDE-SES conducted a pilot of the Focused Monitoring system using this indicator. For FFY 2005, the OSDE-SES also completed the following improvement activities proposed in the SPP:

- 1) The OSDE-SES provided professional development for special education and regular education teachers about how to teach students in the regular classroom. The trainings were conducted by a nationally recognized expert who delivered strategies on co-teaching to more than 3,000 participants.
- 2) The OSDE-SES provided additional technical assistance to LEAs through the dissemination of resources. For example, the OSDE-SES has provided LEAs with materials specific to certain primary disability categories, and makes available to LEAs other resources, such as *The Inclusion Series* which is a video providing strategies on teaching special education students in the regular education environment.
- 3) The OSDE-SES requested and received additional technical assistance and information from the SERRC, the Access Center, LDAO, OATC, the Risk Pool Stakeholder Group, and the OUHSC Child Study Center on strategies for improving School Age LRE or policies from other states. This included presentations by the Access Center staff across Oklahoma regarding teaching special education students in the regular education environment.
- 4) The OSDE-SES provided data collection and reporting workshops in each of the five regions in Oklahoma (8 total workshops) to assist LEAs in the requirements of reporting School Age LRE and to offer strategies for the timeliness and accuracy of data submissions. These workshops included step-by-step demonstrations of the web-based reporting system, and guided participants through each variable collected (i.e., definitions, computations, aggregations, and use of the data at the state and federal levels).

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the Oklahoma State Performance Plan (SPP; 2005):

None.

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Overview of the Annual Performance Report (APR) Development:

See indicator 1.

Monitoring Priority: Preschool LRE

Indicator 6 – Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Measurement:

Percent = number of preschool children with IEPs who received special education services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100.

Measurable and Rigorous Target:

In FFY 2005, 66.72% of preschool students with disabilities will be served in early childhood settings (i.e., programs for typically developing peers).

Actual Target Data for FFY 2005:

In FFY 2004, 5,335 of 8,149 (65.47%) of preschool students with disabilities were served in programs for typically developing peers (including early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

For FFY 2005, the OSDE-SES implemented desk audit compliance reviews for each of the 14 LEA-level indicators identified by the OSEP in the SPP/APR. To do this, 90 LEAs were chosen at random (without replacement for a six-year period) to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 and above, 2) 3,000 to 8,999, 3) 1,000 to 2,999, 4) 500 to 999, 5) 250 to 499, and 6) 1 to 249. Staff from the OSDE-SES compared data from the LEA to the state targets for each indicator for which data were currently available. For each performance target not met or area of noncompliance identified, the LEA was required to submit to the OSDE-SES copies of procedures related to the priority indicator. The OSDE-SES reviewed the documentation for appropriateness and compliance with the IDEA. Following this review, LEAs who submitted incomplete or inappropriate documentation were asked to complete telephone interviews regarding these procedures. If compliance could not be determined through documentation submitted by the LEA or telephone interviews with the LEA, the OSDE-SES conducted an on-site investigation. For FFY 2005, the desk audit compliance reviews resulted in citations and improvement plans for noncompliance identified.

Throughout this process, many LEAs did not meet the performance targets set for Preschool LRE. Through discussions with the LEAs and further investigation at the OSDE-SES, staff discovered that many LEAs did not understand the LRE choices provided by the OSEP (or felt that they did not reflect how services are provided to preschool students with disabilities in Oklahoma). For FFY 2006, the OSEP and Westat changed the reporting tables for Preschool LRE to align the choices more closely to School Age LRE. Although these changes will cause the need for new baseline data and targets, the OSDE-SES is confident that with new categories and better definitions, Oklahoma will make drastic improvements in Preschool LRE in FFY 2006. For FFY 2005, the OSDE-SES also completed the following improvement activities proposed in the SPP:

- 1) The OSDE-SES provided data collection and reporting workshops in each of the five regions in Oklahoma (8 total workshops) to assist LEAs in the requirements of reporting preschool LRE and to offer strategies for the timeliness and accuracy of data submissions. These workshops included step-by-step demonstrations of the web-based reporting system, and guided participants through each variable collected (i.e., definitions, computations, aggregations, and use of the data at the state and federal levels).
- 2) The OSDE-SES collaborated with the OSDE Office of Early Childhood/Family Education regarding services for preschool students with disabilities. Through this work, the OSDE Office of Early Childhood/Family Education is revising the handbook which includes access points to curriculum standards for preschool students in Oklahoma. The handbook will also include descriptions of typical development as well as strategies for understanding and teaching preschool students with developmental delays.
- 3) The OSDE-SES requested additional technical assistance and information from the SERRC, the Access Center, the ECO Center, NECTACT, and OATC on strategies for improving preschool LRE or policies from other states. This included presentations by the Access Center staff across Oklahoma regarding teaching special education students in the regular education environment.
- 4) The OSDE-SES provided additional technical assistance to LEAs regarding options for placement for preschool students with disabilities. Through this technical assistance, an analysis of OSDE-SES data, and information from other OSDE sections and formal written complaints, the OSDE-SES conducted on-site monitoring visits at three LEAs with the specific concern of preschool LRE. As a result of these visits, the LEAs received citations for noncompliance and were required to submit corrective action plans, correct the noncompliance, and participate in in-services provided by the OSDE-SES.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

None.

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report (APR) Development:

See indicator 1.

Monitoring Priority: Preschool Outcomes

Indicator 7 – Percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including early language communication and early literacy); and c) use of appropriate behaviors to meet their needs.

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by the # of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = # of preschool children who improved functioning but not sufficient to move nearer to same-aged peers divided by the # of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = # of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it divided by the # of preschool children with IEPs assessed times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = # of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the # of preschool children with IEPs assessed times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = # of preschool children who maintained functioning at a level comparable to same-aged peers divided by the # of preschool children with IEPs assessed times 100.

If **a + b + c + d + e** does not sum to 100.00%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by the # of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = # of preschool children who improved functioning but not sufficient to move nearer to same-aged peers divided by the # of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = # of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it divided by the # of preschool children with IEPs assessed times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = # of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the # of preschool children with IEPs assessed times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = # of preschool children who maintained functioning at a level comparable to same-aged peers divided by the # of preschool children with IEPs assessed times 100.

If **a + b + c + d + e** does not sum to 100.00%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = # of preschool children who did not

<p>improve functioning divided by the # of preschool children with IEPs assessed times 100.</p> <p>b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = # of preschool children who improved functioning but not sufficient to move nearer to same-aged peers divided by the # of preschool children with IEPs assessed times 100.</p> <p>c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = # of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it divided by the # of preschool children with IEPs assessed times 100.</p> <p>d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = # of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the # of preschool children with IEPs assessed times 100.</p> <p>e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = # of preschool children who maintained functioning at a level comparable to same-aged peers divided by the # of preschool children with IEPs assessed times 100.</p> <p>If a + b + c + d + e does not sum to 100.00%, explain the difference.</p>

Measurable and Rigorous Target:

- A. Because this is a new indicator, targets for FFY 2005 are not applicable.
- B. Because this is a new indicator, targets for FFY 2005 are not applicable.
- C. Because this is a new indicator, targets for FFY 2005 are not applicable.

Actual Target Data for FFY 2005:

- A. Because this is a new indicator, baseline data (the percent of preschool students with disabilities at levels comparable to same-aged peers) for positive social-emotional skills (including social relationships) for FFY 2005 may be located in the *Oklahoma State Performance Plan (SPP; 2005)*.
- B. Because this is a new indicator, baseline data (the percent of preschool students with disabilities at levels comparable to same-aged peers) for acquisition and use of knowledge and skills (including early language/communication and early literacy) for FFY 2005 may be located in the *SPP (2005)*.
- C. Because this is a new indicator, baseline data (the percent of preschool students with disabilities at levels comparable to same-aged peers) for use of appropriate behaviors to meet their needs for FFY 2005 may be located in the *SPP (2005)*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Because this is a new indicator, no progress or slippage has occurred. Improvement activities proposed may be located in the *SPP (2005)*.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the Oklahoma State Performance Plan (SPP; 2005):

The measurement for the percent of preschool children with IEPs who demonstrate improved a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including early/language communication and early literacy); and c) use of appropriate behaviors to meet their needs has been

changed to reflect recent modifications to the directions disseminated by the Office of Special Education Programs (OSEP). In addition, the sampling plan originally proposed has been replaced with a description of how the OSDE-SES will collect preschool outcome information from all preschool students with Individualized Education Programs (IEPs). Baseline data for the percent of children functioning at a level comparable to same-aged peers in a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including early/language communication and early literacy); and c) use of appropriate behaviors to meet their needs have been added. Finally, improvement activities, timelines, and resources have been added.

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report (APR) Development:

See indicator 1.

<p>Monitoring Priority: Parent Involvement</p>

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

<p>Measurement:</p>

<p>Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.</p>
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Measurable and Rigorous Target:

Because this is a new indicator, targets for FFY 2005 are not applicable.

Actual Target Data for FFY 2005:

Because this is a new indicator, baseline data (the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities) for FFY 2005 may be located in the *Oklahoma State Performance Plan (SPP; 2005)*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Because this is a new indicator, no progress or slippage has occurred. Improvement activities proposed may be located in the *SPP (2005)*.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

The data collection plan (including the plan for data analysis) has been updated. In addition, baseline data for the percent of surveys returned and the percent of parents who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities have been added. Finally, targets for FFY 2006 through FFY 2010 and improvement activities, timelines, and resources have been added.

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report (APR) Development:

See indicator 1.

Monitoring Priority: Disproportionality – Child with a Disability

Indicator 9 – Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification.

Measurement:

Percent of districts = number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by the number of districts in Oklahoma times 100.

The OSDE has defined “disproportionate representation” as a risk ratio of identification of 2.5 or greater. When disproportionate representation is determined for a district, the OSDE will conduct a multi-layer analysis to determine if the disproportionate identification is the result of inappropriate identification.

Measurable and Rigorous Target:

For FFY 2005, 0% of LEAs will have disproportionate representation that is the result of inappropriate identification.

Actual Target Data for FFY 2005:

Because this is a new indicator, baseline data (the percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification) for FFY 2005 may be located in the *Oklahoma State Performance Plan (SPP; 2005)*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Because this is a new indicator, no progress or slippage has occurred. Improvement activities proposed may be located in the *SPP (2005)*.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

Following the recommendations of broad stakeholder input, the risk ratio used to determine “disproportionate representation” in the identification of students as students with disabilities by race and ethnicity changed from “less than 0.5 and greater than 1.5” to “2.5 or greater” to better represent the identification rates of students with disabilities in Oklahoma. Because the IDEA of 2004 primarily focuses on the overidentification of students as students with disabilities (and does not mention the underidentification of these students), the SPP/APR Stakeholder Group and the IDEA Part B Advisory Panel agreed that the 0.5 risk ratio threshold should be eliminated. In addition, they recommended that the overidentification threshold of 1.5 was too conservative and should be amended to 2.5 (the weighted risk ratio identified as the threshold used by most other states in the region). In addition, baseline data for the percent of LEAs with disproportionate representation that is the result of inappropriate identification (as well as the weighted risk ratios statewide) has been added. Finally, improvement activities, timelines, and resources have been added.

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report (APR) Development:

See indicator 1.

Monitoring Priority: Disproportionality – Eligibility Category

Indicator 10 – Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.

Measurement:

Percent of districts = number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by the number of districts in Oklahoma times 100.

The OSDE has defined “disproportionate representation” as a risk ratio of identification of 2.5 or greater. When disproportionate representation is determined for a district, the OSDE will conduct a multi-layer analysis to determine if the disproportionate identification is the result of inappropriate identification.

Measurable and Rigorous Target:

For FFY 2005, 0% of LEAs will have disproportionate representation that is the result of inappropriate identification.

Actual Target Data for FFY 2005:

Because this is a new indicator, baseline data (the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification) for FFY 2005 may be located in the *Oklahoma State Performance Plan (SPP; 2005)*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Because this is a new indicator, no progress or slippage has occurred. Improvement activities proposed may be located in the *SPP (2005)*.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

Following the recommendations of the SPP/APR Stakeholder Group and the IDEA Part B Advisory Panel, the risk ratio used to determine “disproportionate representation” in the identification of students as students with disabilities by race and ethnicity changed from “less than 0.5 and greater than 1.5” to “2.5 or greater” to better represent the identification rates of students with disabilities in Oklahoma and to maintain consistency with Indicator 9. In addition, baseline data for the percent of LEAs with disproportionate representation that is the result of inappropriate identification (as well as the weighted risk ratios statewide) has been added. Finally, improvement activities, timelines, and resources have been added.

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report (APR) Development:

See indicator 1.

<p>Monitoring Priority: Child Find</p>

Indicator 11 – Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days.

<p>Measurement:</p> <p>A. # of children for whom parental consent to evaluate was received.</p> <p>B. # determined not eligible whose evaluations and eligibility determinations were completed with 60 days.</p> <p>C. # determined eligible whose evaluations and eligibility determinations were completed within 60 days.</p> <p>Account for children included in a, but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.</p> <p>Percent = b + c, divided by a, times 100.</p>

Measurable and Rigorous Target:

For FFY 2005, 100% of children with parental consent to evaluate will be evaluated and eligibility will be determined within 60 days.

Actual Target Data for FFY 2005:

Because this is a new indicator, baseline data (the percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days) for FFY 2005 may be located in the *Oklahoma State Performance Plan (2005)*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Because this is a new indicator, no progress or slippage has occurred. Improvement activities proposed may be located in the *SPP (2005)*.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

Baseline data for the percent of children with parental consent to evaluate, who were evaluated and determined eligible within 60 calendar days has been added. In addition, improvement activities, timelines, and resources have been added.

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report (APR) Development:

See indicator 1.

Monitoring Priority: Early Childhood Transition

Indicator 12 – Percent of children referred by Part C and who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Measurement:

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

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

Percent = c divided by **a-b-d** times 100.

Measurable and Rigorous Target:

In FFY 2005, 100.00% of children referred by Part C and who are found eligible for Part B will have an IEP developed and implemented by their third birthday.

Actual Target Data for FFY 2005:

In FFY 2005, 87.44% of children referred from Part C to Part B who were found eligible for services had an IEP developed and implemented by their third birthday (see table below). Because there were no citations for timeliness of early childhood transitions as a result of onsite monitoring visits in FFY 2005, the OSDE-SES is unable to determine the range of days beyond the third birthday needed for the noncompliant transitions.

Transition from Part C to Part B	Children with Disabilities Referred from Part C to Part B
	Number of children
Referred to Part B	1,248
Determined not eligible; determination completed before 3 rd birthday	125
Determined eligible; IEP completed on or before 3 rd birthday	921
Determined eligible; IEP pending on 3 rd birthday	141
Determined eligible; parent refusal to provide consent caused delays	0
Determined eligible; parent declined services	61

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Although progress towards compliance has been made, the OSDE-SES will continue to implement improvement activities in FFY 2006. In addition, the OSDE-SES is currently modifying the web-based Special Education Child Count System to collect information regarding the range of days beyond the third birthday needed for noncompliant transitions (to be able to report this data more effectively to the OSEP for FFY 2006). Meanwhile, the OSDE-SES contracted with a vendor to provide an online special education management system, which includes management of IEPs, as well as assistance in tracking timeliness of referrals, evaluations, and implementation of IEPs. For FFY 2005, the OSDE-SES also completed the following improvement activities proposed in the SPP:

- 1) The OSDE-SES provided training through STARS on early childhood transition for Part C staff, Part B staff, and parents of preschool students with disabilities. These workshops included overviews federal and state laws regarding early childhood transition, as well as strategies on best practices to ensure timely and effective transitions.
- 2) The OSDE-SES provided technical assistance through breakout sessions at the Speech/Language Pathology and Early Childhood Conference and a conference for new superintendents in Oklahoma regarding early childhood transition. These workshops also included overviews federal and state laws regarding early childhood transition, as well as strategies on best practices to ensure timely and effective transitions.
- 3) The OSDE-SES requested and received additional technical assistance and information from the SERRC, the ECO Center, NECTAC, and the Oklahoma ICC on early childhood transition or policies from other states. This included analyzing Part C information regarding delays in referrals to Part B to target areas in need of additional technical assistance.
- 4) The OSDE-SES provided data collection and reporting workshops in each of the five regions in Oklahoma (8 total workshops) to assist LEAs in the requirements of reporting early childhood transition and to offer strategies for the timeliness and accuracy of data submissions. These workshops included step-by-step demonstrations of the web-based reporting system, and guided participants through each variable collected (i.e., definitions, computations, aggregations, and use of the data at the state and federal levels).

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

Baseline data has been modified to match the change in measurement provided by the OSEP.

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report (APR) Development:

See indicator 1.

<p>Monitoring Priority: Secondary Transition</p>

Indicator 13 – Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

<p>Measurement:</p>

<p>Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by the # of youth with an IEP aged 16 and above.</p>

Measurable and Rigorous Target:

For FFY 2005, 100% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Actual Target Data for FFY 2005:

Because this is a new indicator, baseline data (the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) for FFY 2005 may be located in the *Oklahoma State Performance Plan (2005)*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Because this is a new indicator, no progress or slippage has occurred. Improvement activities proposed may be located in the *SPP (2005)*.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

Baseline data for the percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals has been added. In addition, improvement activities, timelines, and resources have been added.

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report (APR) Development:

See indicator 1.

<p>Monitoring Priority: Post-School Outcomes</p>

Indicator 14 – Percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

<p>Measurement:</p>

<p>Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school.</p>
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Measurable and Rigorous Target:

Because this is a new indicator, targets for FFY 2005 are not applicable.

Actual Target Data for FFY 2005:

Because this is a new indicator, baseline data (the percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school) for FFY 2005 may be located in the *Oklahoma State Performance Plan (2005)*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Because this is a new indicator, no progress or slippage has occurred. Improvement activities proposed may be located in the *SPP (2005)*.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

The sampling plan originally proposed has been replaced with a description of how the OSDE-SES will collect post-school outcome information from all exiting students with IEPs. Baseline data for the percent of exit surveys from juniors and seniors have been added. Finally, improvement activities, timelines, and resources have been added.

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report (APR) Development:

See indicator 1.

Monitoring Priority: Identification and Correction of Noncompliance

Indicator 15 – General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

Measurement:

Percent of noncompliance corrected within one year of identification:

a. # of findings of noncompliance.

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

Percent = **b** divided by **a** times 100

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Measurable and Rigorous Target:

For FFY 2005, 100% of noncompliance identified will be corrected within one year of identification.

Actual Target Data for FFY 2005:

In FFY 2004, all citations for noncompliance were issued from on-site monitoring visits and complaint investigations. Of the 6,332 findings (identified in FFY 2004), 6,332 (100.00%) were corrected within one year from identification (see table below).

Indicator	Monitoring Priority Areas		
	Number with Findings	Number Corrected within 1 Year	Percent Corrected within 1 Year
1. Graduation Rates*	0	0	N/A
2. Drop-Out Rates*	0	0	N/A
3. Assessment	73	73	100.00%
4. Discipline	0	0	N/A
5. School Age LRE**	1,646	1,646	100.00%
6. Preschool LRE**	0	0	N/A

7. Preschool Outcomes	0	0	N/A
8. Parent Involvement	1,429	1,429	100.00%
9. Disproportionality – Child with a Disability	0	0	N/A
10. Disproportionality – Eligibility Category	0	0	N/A
11. Child Find	514	514	100.00%
12. Early Childhood Transition	0	0	N/A
13. Secondary Transition	261	261	100.00%
14. Post-School Outcomes*	0	0	N/A
Other (includes confidentiality, documentation, accuracy of data, provision of extended school year services, use of IDEA funds, and certification of teachers and service providers)	2,409	2,409	100.00%

*For FFY 2004, findings for secondary transition may also relate to graduation, dropout, and post-school outcomes.

**For FFY 2004, findings for School Age LRE include findings for Preschool LRE (not documented separately).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

In FFY 2004, the OSDE-SES conducted 52 onsite investigations of LEAs and 3 onsite investigations of interlocal cooperatives (which represented an additional 39 LEAs). In addition, the OSDE-SES investigated 52 formal written complaints for which reports were issued with findings. Together, these resulted in 6,332 findings. For FFY 2005, the OSDE-SES completed the following improvement activities proposed in the SPP:

- 1) The OSDE-SES conducted two pilot focused monitoring visits through collaboration with NCSEAM and the Focused Monitoring Stakeholder Committee. The Focused Monitoring Stakeholder Committee chose School Age LRE and Disproportionality as the two focused monitoring priority areas for these visits as well as for visits in FFY 2006.
- 2) The OSDE-SES implemented desk audit compliance reviews for each of the 14 LEA-level indicators in identified by the OSEP in the SPP/APR. To do this, 90 LEAs were chosen at random (without replacement for a six-year period) to represent the six enrollment clusters identified by the OSDE-SES: 1) 9,000 and above, 2) 3,000 to 8,999, 3) 1,000 to 2,999, 4) 500 to 999, 5) 250 to 499, and 6) 1 to 249. Staff from the OSDE-SES compared data from the LEA to the state targets for each indicator for which data were currently available. For each performance target not met or area of noncompliance identified, the LEA was required to submit to the OSDE-SES copies of procedures related to the priority indicator. The OSDE-SES reviewed the documentation for appropriateness and compliance with the IDEA. Following this review, LEAs who submitted incomplete or inappropriate documentation were asked to complete telephone interviews regarding these procedures. If compliance could not be determined through documentation submitted by the LEA or telephone interviews with the LEA, the OSDE-SES conducted an on-site investigation. For FFY 2005, the desk audit compliance reviews resulted in citations and improvement plans for noncompliance identified.
- 3) The OSDE-SES developed and implemented new monitoring procedures and revised existing ones to be used in conjunction with other methods of general supervision (e.g., technical assistance and dispute resolution). Current OSDE-SES monitoring includes 1) comprehensive onsite investigations, 2) desk audit compliance reviews, 3) focused monitoring, 4) concern-specific onsite investigations, and 5) interlocal cooperative onsite investigations. The processes developed include procedures for corrective action plans proposed by the LEAs.

- 4) The OSDE-SES collaborated with the IDEA Part B Advisory Panel to revise and implement formal written complaint procedures. These procedures were disseminated to all LEAs, posted on the OSDE-SES website, and provided to school personnel and parents upon request.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

The measurement and baseline data for the identification and correction of noncompliance has been aggregated to reflect recent modifications to the directions disseminated by the OSEP.

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report (APR) Development:

See indicator 1.

Monitoring Priority: Complaint Timelines

Indicator 16 – Percent of signed written complaints with reports issued that were resolved within a 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Measurement:

Percent = Number of reports completed within timeline (60 days) plus the number of reports completed within extended timelines divided by the number of complaints with reports issued.

Measurable and Rigorous Target:

For FFY 2005, 100.00% of signed written complaints with reports issued will be resolved within a 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Actual Target Data for FFY 2005:

For FFY 2005, 60 of 60 (100.00%) of signed written complaints with reports issued were resolved within 60 days (see also Attachment 3).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

The OSDE-SES utilizes a formal written complaint management system for complaints regarding alleged violations of the requirements under the IDEA. This system allows the OSDE-SES staff to track the timeliness of reports issued. For FFY 2005, the OSDE-SES also completed the following improvement activities proposed in the SPP:

- 1) The OSDE-SES hired additional personnel. Although the staff member assists in other activities (e.g., onsite monitoring investigations), the main focus of the position is the investigation of formal written complaints.
- 2) The OSDE-SES collaborated with the IDEA Part B Advisory Panel to revise and implement formal written complaint procedures. These procedures were disseminated to all LEAs, posted on the OSDE-SES website, and provided to school personnel and parents upon request.
- 3) The OSDE-SES provided professional development regarding complaint procedures. These trainings included both internal guidance as well as training conducted by a leading national expert on special education law, and focused on procedures for investigating a formal written complaint, tracking the timeliness of the complaint investigation, and information regarding IDEA requirements that often lead to formal written complaints.
- 4) The OSDE-SES revised the internal tracking procedures for formal written complaints. These procedures now include tracking of the federal regulations related to the complaint to provide OSDE-SES staff with potential technical assistance that may be required by LEAs.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

None

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report (APR) Development:

See indicator 1.

<p>Monitoring Priority: Due Process Timelines</p>
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Indicator 17 – Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

<p>Measurement:</p>

<p>Percent = Number of due process hearing requests in which decisions were made within the 45-day timeline plus the number of due process hearing requests in which decisions were made within an extended timeline divided by the number of hearings that were fully adjudicated.</p>

Measurable and Rigorous Target:

For FFY 2005, 100.00% of fully adjudicated due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party.

Actual Target Data for FFY 2005:

For FFY 2005, 1 of 1 (100.00%) of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party (see also Attachment 3).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

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

- 1) The OSDE-SES collaborated with the OSU-SERC to establish an advisory panel regarding the due process complaint system. The panel reviewed and updated the due process guidelines that were distributed to hearing and appeal officers, parents, LEA personnel, and any other interested parties.
- 2) The OSDE-SES provided training to hearing and appeal officers that emphasized the timeline requirements and acceptable reasons for granting extensions for due process complaints. The training (which was conducted by leading national expert on special education law) also provided information regarding IDEA requirements that often lead to due process hearing requests.
- 3) The OSDE-SES provided technical assistance on due process guidelines, resolution sessions, and mediations through breakout sessions at the State Superintendent's Special Education Conference. The sessions focused on

IDEA requirements regarding the provision of procedural safeguards to parents, as well as the obligations of LEAs after a due process hearing request has been filed.

- 4) The OSDE-SES requested and received additional technical assistance and information from the SERRC, NASDSE, and the Oklahoma ICC regarding due process timelines. As part of this collaboration, the OSDE-SES will establish due process procedures for Part C (which may affect due process hearing requests for preschool students with disabilities, especially those related to early childhood transition).

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

None

Part B Annual Performance Report (APR) for 2005-2006**Overview of the Annual Performance Report (APR) Development:**

See indicator 1.

Monitoring Priority: Hearing Requests Resolved by Resolution Sessions

Indicator 18 – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Measurement:

Percent = Number of settlement agreements reached for hearing requests that went to resolution sessions divided by the number of hearing requests that went to resolution sessions.

Measurable and Rigorous Target:

Because this is a new indicator, targets for FFY 2005 are not applicable.

Actual Target Data for FFY 2005:

Because this is a new indicator, baseline data (the percent of requests that went to resolution sessions that were resolved through resolution session agreements) for FFY 2005 may be located in the *Oklahoma State Performance Plan (2005)*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Because this is a new indicator, no progress or slippage has occurred. Improvement activities proposed may be located in the *SPP (2005)*.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

Baseline data for the percent of hearing requests that went to resolution sessions that were resolved through resolution settlement agreements has been added. In addition, improvement activities, timelines, and resources have been added.

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report (APR) Development:

See indicator 1.

<p>Monitoring Priority: Mediation Agreements</p>

Indicator 19 – Percent of mediations held that resulted in mediation agreements.

<p>Measurement:</p>

<p>Percent = Number of mediations related to due process that resulted in mediation agreements plus the number of mediations not related to due process that resulted in mediation agreements divided by the total number of mediations held.</p>

Measurable and Rigorous Target:

For FFY 2005, 85.00% of mediations held will result in mediation agreements.

Actual Target Data for FFY 2005:

For FFY 2005, 12 of 13 (92.31%) of mediations held resulted in mediation agreements (see also Attachment 3).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

For FFY 2005, the OSDE-SES also completed the following improvement activities proposed in the SPP:

- 1) The OSDE-SES required the Alternative Dispute Resolution System of the Administrative Office of the Court to maintain a list of mediators. This list of current mediators utilized is provided to OSDE-SES.
- 2) The OSDE-SES developed, printed, and distributed mediation guidelines in parent-friendly language to mediators, parents, school district personnel, advocates, and any other interested party. These brochures were also available at the State Superintendent's Special Education Conference.
- 3) The OSDE-SES revised, printed, and distributed the mediation technical assistance brochure to parents and school district personnel in the mediation process. The brochure is provided to any parent who has requested information on filing a formal written complaint, and provides direction on how to request mediation to encourage use of the mediation system.
- 4) The OSDE-SES provided technical assistance on due process guidelines, resolution sessions, and mediations through breakout sessions at the State Superintendent's Special Education Conference. The sessions focused on IDEA requirements regarding the provision of procedural safeguards to parents, as well as the obligations of LEAs after a due process hearing request has been filed.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

Targets have been changed based on the recommendations of the OSEP.

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report (APR) Development:

See indicator 1.

Monitoring Priority: State Reported Data

Indicator 20 – State reported data (618 and SPP and APR) are timely and accurate.

Measurement:

State reported data, including 618 data and annual performance reports, are: a) submitted on or before due dates (February 1 for child count, including race, ethnicity, and placement; November 1 for exiting, discipline, and personnel; and February 1 for Annual Performance Reports); and b) accurate (describe mechanisms for ensuring accuracy).

Measurable and Rigorous Target:

- A. For FFY 2005, 100.00% of state reported data will be submitted on or before due dates (February 1 for Child Count, including race, ethnicity, and placement; November 1 for exiting, discipline, and personnel; and February 1 for APRs).
- B. For FFY 2005, 100.00% of state reported data will be accurate.

Actual Target Data for FFY 2005:

- A. For FFY 2005, 100.00% of state reported data (3 required reports) were submitted on or before due dates.
- B. For FFY 2005, 100.00% of state reported data were accurate (i.e., no missing/placeholder data, no major revisions required).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

In FFY 2005, the OSDE-SES continued to implement strategies for ensuring the timeliness and accuracy of data submissions. The OSDE-SES added several edit checks to the web-based system used by LEAs for reporting child count, exiting, discipline, and personnel information. In addition, the OSDE-SES revised the directions provided to LEAs to include more definitions, screen shots, and step-by-step directions to ensure the validity and reliability of the data submitted by LEAs to the OSDE-SES (and thus, from the OSDE-SES to the OSEP). For FFY 2005, the OSDE-SES also completed the following improvement activities proposed in the SPP:

- 1) The OSDE-SES provided data collection and reporting workshops in each of the five regions in Oklahoma (8 total workshops) to assist LEAs in the requirements of reporting graduation rates and to offer strategies for the timeliness and accuracy of data submissions. These workshops included step-by-step demonstrations of the web-based reporting system, and guided participants through each variable collected (i.e., definitions, computations, aggregations, and use of the data at the state and federal levels).
- 2) The OSDE-SES created district data profiles to include data submitted by LEAs to the OSDE-SES on each of the 14 LEA-level SPP/APR indicators. The profiles also include information regarding the LEAs provision of

extended school year services (ESY) and the timeliness of required data submissions. A sample profile was recognized at the 2006 National Accountability Conference.

- 3) A staff member from the OSDE-SES attended all meetings of the Education Information Management Advisory Consortium (EIMAC) as well as the OSEP/Westat Data Meeting. Attendance at these meetings is crucial to ensure the timeliness and accuracy of data required of LEAs by the OSDE-SES to be submitted to the OSEP.
- 4) The OSDE-SES requested and received additional technical assistance and information from the SERRC and Westat on data collection and policies from other states. This included information regarding several state-determined definitions used in the SPP/APR (such as “significant disproportionality”) and 618 data collections (such as “in-school suspensions”).

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*:

None.

Oklahoma Statewide Data Profile 2005-2006

County Name: STATEWIDE

District Name: STATEWIDE



Total Student Enrollment	634,611
Enrollment Cluster*	Not Applicable
Child Count (students with disabilities) TOTAL	96,601
Aged 3-5	8,149
Aged 6-21	88,452
Served in Extended School Year (ESY) Programs	4,112

Oklahoma State Performance Plan (2005) Data Indicators **

Indicator 1: Graduation Rates

Graduation Rates	STATE	State Target	Meets/ Exceeds State Target
Percent of students with disabilities in Grade 12 who graduated	88.26%	89.28%	NO
Percent of all students in Grade 12 who graduated	94.57%		

Indicator 2: Drop-Out Rates

Drop-Out Rates	STATE	State Target	Meets/ Exceeds State Target
Percent of students with disabilities in Grades 9-12 who dropped out	4.65%	6.71%	YES
Percent of all students in Grades 9-12 who dropped out	3.29%		

Indicator 3: Assessment

Participation and Performance Rates	STATE	State Target	Meets/ Exceeds State Target
Participation rate of students with disabilities for Math assessments	98.78%	100.00%	NO
Participation rate of students with disabilities for Reading assessments	98.60%	100.00%	NO
Proficiency rate for Math assessments: Oklahoma School Testing Program without accommodations	50.35%	30.00%	YES
Proficiency rate for Math assessments: Oklahoma School Testing Program with accommodations	25.37%	30.00%	NO
Proficiency rate for Math assessments: Oklahoma Alternate Assessment Program	62.89%	30.00%	YES
Proficiency rate for Reading assessments: Oklahoma School Testing Program without accommodations	54.74%	27.00%	YES
Proficiency rate for Reading assessments: Oklahoma School Testing Program with accommodations	24.58%	27.00%	NO
Proficiency rate for Reading assessments: Oklahoma Alternate Assessment Program	57.35%	27.00%	YES

Indicator 4: Suspension/Expulsion

Discipline Rates	STATE	Risk Ratio	Meets/ Exceeds State Target
Percent of students without disabilities with long-term suspensions/expulsions	0.95%		
Percent of students with disabilities with long-term suspensions/expulsions	0.47%	1.99	AT RISK
Black or African American (not Hispanic)	1.78%	3.29	NO
American Indian or Alaska Native	0.69%	0.98	YES
Hispanic or Latino(a)	0.44%	0.61	YES
Asian or Pacific Islander	0.54%	0.77	YES
White (not Hispanic)	0.51%	0.50	YES

Note: Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for greater than 10 days at a time. Risk ratios of 1.5 to 2.5 indicate that the district/state is "at risk." Therefore, risk ratios of 2.5 or less meet/exceed the state target.

Indicator 5: School Age Least Restrictive Environment (LRE)

<i>Program/Placement</i>	STATE	State Target	Meets/ Exceeds State Target
Percent of students with disabilities outside regular class <21% of the day	49.27%	48.54%	YES
Percent of students with disabilities outside regular class >60% of the day	9.72%	10.34%	YES
Percent of students with disabilities in separate schools/facilities	1.83%	1.69%	NO

Indicator 7: Preschool Outcomes

<i>Outcomes</i>	STATE	State Target	Meets/ Exceeds State Target
Percent of preschool students with disabilities who demonstrate improved positive social-emotional skills			
Percent of preschool students with disabilities who demonstrate improved acquisition and use of knowledge and skills			
Percent of preschool students with disabilities who demonstrate improved use of appropriate behaviors to meet their needs			

Note. Statewide information not available for 2005-2006.

Indicator 9: Disproportionality – Child with a Disability

<i>Disproportionality</i>	Inappropriate Identification
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	Not Applicable to Statewide Information

Indicator 11: Child Find

<i>Evaluation/Eligibility Timelines</i>	STATE	State Target	Meets State Target
Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days	88.09%	100.00%	NO

Indicator 6: Preschool LRE

<i>Program/Placement</i>	STATE	State Target	Meets/ Exceeds State Target
Percent of preschool students with disabilities in early childhood settings	65.47%	66.72%	NO

Indicator 8: Parent Involvement

<i>Survey Responses</i>	STATE	State Target	Meets/ Exceeds State Target
Percent of parent surveys returned	11.01%		
Percent of parents of students with disabilities who reported that schools facilitated parent involvement to improve services and results	82.11%		

Indicator 10: Disproportionality - Eligibility Category

<i>Disproportionality</i>	Inappropriate Identification
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	Not Applicable to Statewide Information

Indicator 12: Early Childhood Transition

<i>Transition from Part C to Part B</i>	STATE	State Target	Meets State Target
Percent of children determined not eligible (before 3 rd birthday)	24.30%		
Percent of children determined eligible for Part B services	75.69%		
Percent of children with IEPs completed on or before 3 rd birthday (including those whose parents declined services)	87.57%	100.00%	NO
Percent of children with IEPs pending on 3 rd birthday	12.43%		

Indicator 13: Secondary Transition

<i>Transition</i>	STATE	State Target	Meets State Target
Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	97.53%	100.00%	NO

Indicator 14: Post-School Outcomes

<i>Transition</i>	STATE	State Target	Meets/Exceeds State Target
Percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed within one year of leaving high school			
Percent of youth who had IEPs, are no longer in secondary school, and who have been enrolled in some type of post-secondary school within one year of leaving high school			

Note. Statewide information not available for 2004-2005.

Indicator 20: State Reported Data

<i>Timeliness of Data Submissions</i>	Due	Submitted
October 1, 2005 Child Count (for State Aid funding)	10/11/05	Not Applicable
December 1, 2005 Child Count (for federal reporting)	12/13/05	Not Applicable

<i>Timeliness of Data Submissions</i>	Due	Submitted
Data/APR Report (including verification of Child Count)	7/14/06	Not Applicable
Oklahoma Alternate Assessment Program (OAAP) Survey	3/31/06	Not Applicable

*The Oklahoma State Department of Education (OSDE), Special Education Services (SES), identified six clusters of total student enrollment for comparison/reporting purposes: 1) 9,000 students and above, 2) 3,000 to 8,999 students, 3) 1,000 to 2,999 students, 4) 500 to 999 students, 5) 250 to 499 students, and 6) 1 to 249 students.

**To comply with the Individuals with Disabilities Education Act (IDEA) of 2004, the Oklahoma State Department of Education (OSDE), Special Education Services (SES), proposed Oklahoma’s State Performance Plan (SPP; 2005) to the United States Department of Education (USDE), Office of Special Education Programs (OSEP). As part of the requirements of the SPP, the OSDE-SES must report to the public on each of the first 14 indicators by district. In addition, districts will be ranked within their enrollment clusters (see above) based on the data they provide to the OSDE-SES. Districts with the lowest rankings for the chosen indicators will be selected for a Focused Monitoring visit during the subsequent school year. For more information, the Oklahoma State Performance Plan (2005) can be located on the OSDE-SES website. Go to <www.sde.state.ok.us> and click on “Special Education Services” at the bottom of the webpage. From there, choose the “Data/Reporting/Finance” link.

Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	6,766	45,252
4	6,905	44,179
5	7,137	44,774
6	7,013	45,638
7	7,132	46,392
8	7,135	47,791
HIGH SCHOOL: 10	5,504	46,516

¹At a date as close as possible to the testing date.

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS

GRADE LEVEL	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORES ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	6,340	4,463	0	0
4	6,464	4,913	0	0
5	6,697	5,282	0	0
6	6,571	5,059	0	0
7	6,611	5,133	0	0
8	6,621	5,077	0	0
HIGH SCHOOL: 10	5,061	3,712	0	0

¹Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

²Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT

GRADE LEVEL	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORES ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL: 10	0	0	0

¹Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

²Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT

GRADE LEVEL	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	384	0	384	0	0
4	399	0	399	0	0
5	398	0	398	0	0
6	351	0	351	0	0
7	378	0	378	0	0
8	399	0	399	0	0
HIGH SCHOOL: 10	337	0	337	0	0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out

STUDENTS WHO DID NOT TAKE ANY ASSESSMENT

GRADE LEVEL	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3	0	42	0
4	0	42	0
5	0	42	0
6	0	91	0
7	0	143	0
8	0	115	0
HIGH SCHOOL: 10	0	106	0

⁵ Provide list other reasons for exemption with the number of students exempted by each grade and reason for exemption.

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)

GRADE LEVEL	TEST NAME	Unsatisfactory Achievement Level ¹	Limited Knowledge Achievement Level	Satisfactory Achievement Level	Advanced Achievement Level	9A ROW TOTAL ²
3	OSTP	1,490	2,290	2,259	301	6,340
4	OSTP	1,286	2,170	2,661	347	6,464
5	OSTP	1,423	2,643	2,260	371	6,697
6	OSTP	3,023	1,547	1,742	259	6,571
7	OSTP	3,574	1,560	1,331	146	6,611
8	OSTP	2,461	2,221	1,738	201	6,621
HIGH SCHOOL: 10	OSTP	3,039	1,703	204	115	5,061

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Satisfactory

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)

GRADE LEVEL	TEST NAME	Unsatisfactory Achievement Level ¹	Limited Knowledge Achievement Level	Satisfactory Achievement Level	Advanced Achievement Level	9B ROW TOTAL ²
3		0	0	0	0	0
4		0	0	0	0	0
5		0	0	0	0	0
6		0	0	0	0	0
7		0	0	0	0	0
8		0	0	0	0	0
HIGH SCHOOL: 10		0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Not Applicable

³ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)

GRADE LEVEL	TEST NAME	Unsatisfactory Achievement Level ¹	Limited Knowledge Achievement Level	Satisfactory Achievement Level	Advanced Achievement Level	9C ROW TOTAL ²
3	OAAP	4	44	242	94	384
4	OAAP	8	44	265	82	399
5	OAAP	15	53	249	81	398
6	OAAP	13	43	236	59	351
7	OAAP	28	82	199	69	378
8	OAAP	18	67	248	66	399
HIGH SCHOOL: 10	OAAP	24	63	216	34	337

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Satisfactory

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

GRADE LEVEL	TOTAL FOR COLUMN 9A	TOTAL FOR COLUMN 9B	TOTAL FOR COLUMN 9C	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	6,340	0	384	42	6,766
4	6,464	0	399	42	6,905
5	6,697	0	398	42	7,137
6	6,571	0	351	91	7,013
7	6,611	0	378	143	7,132
8	6,621	0	399	115	7,135
HIGH SCHOOL: 10	5,061	0	337	106	5,504

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	6,762	45,252
4	6,904	44,179
5	7,133	44,774
6	7,013	45,638
7	7,129	46,392
8	7,133	47,791
HIGH SCHOOL: 10	6,041	46,516

¹At a date as close as possible to the testing date.

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

**STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT
ON GRADE LEVEL ACHIEVEMENT STANDARDS**

GRADE LEVEL	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORES ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	6,336	4,462	0	0
4	6,455	4,903	0	0
5	6,683	5,275	0	0
6	6,565	5,055	0	0
7	6,586	5,108	0	0
8	6,618	5,075	0	0
HIGH SCHOOL: 10	5,551	3,553	0	0

¹Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

²Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

**STUDENTS WITH DISABILITIES WHO TOOK
OUT OF GRADE LEVEL ASSESSMENT**

GRADE LEVEL	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORES ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL: 10	0	0	0

¹Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

²Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT

GRADE LEVEL	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	384	0	384	0	0
4	399	0	399	0	0
5	398	0	398	0	0
6	351	0	351	0	0
7	378	0	378	0	0
8	399	0	399	0	0
HIGH SCHOOL: 10	338	0	338	0	0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out

STUDENTS WHO DID NOT TAKE ANY ASSESSMENT

GRADE LEVEL	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3	0	42	0
4	0	50	0
5	0	52	0
6	0	97	0
7	0	165	0
8	0	116	0
HIGH SCHOOL: 10	0	152	0

⁵ Provide list other reasons for exemption with the number of students exempted by each grade and reason for exemption.

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)

GRADE LEVEL	TEST NAME	Unsatisfactory Achievement Level ¹	Limited Knowledge Achievement Level	Satisfactory Achievement Level	Advanced Achievement Level	9A ROW TOTAL ²
3	OSTP	1,154	2,140	2,610	32	6,336
4	OSTP	1,607	1,696	3,091	61	6,455
5	OSTP	2,758	1,828	1,987	110	6,683
6	OSTP	2,987	1,517	1,974	87	6,565
7	OSTP	2,884	1,974	1,644	84	6,586
8	OSTP	2,609	2,206	1,747	56	6,618
HIGH SCHOOL: 10	OSTP	3,607	989	676	279	5,551

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Satisfactory

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)

GRADE LEVEL	TEST NAME	Unsatisfactory Achievement Level ¹	Limited Knowledge Achievement Level	Satisfactory Achievement Level	Advanced Achievement Level	9B ROW TOTAL ²
3		0	0	0	0	0
4		0	0	0	0	0
5		0	0	0	0	0
6		0	0	0	0	0
7		0	0	0	0	0
8		0	0	0	0	0
HIGH SCHOOL: 10		0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Not Applicable

³ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)

GRADE LEVEL	TEST NAME	Unsatisfactory Achievement Level ¹	Limited Knowledge Achievement Level	Satisfactory Achievement Level	Advanced Achievement Level	9C ROW TOTAL ²
3	OAAP	4	33	237	110	384
4	OAAP	6	42	261	90	399
5	OAAP	14	34	262	88	398
6	OAAP	7	37	238	69	351
7	OAAP	27	72	194	85	378
8	OAAP	19	58	247	75	399
HIGH SCHOOL: 10	OAAP	26	80	205	27	338

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Satisfactory

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

GRADE LEVEL	TOTAL FOR COLUMN 9A	TOTAL FOR COLUMN 9B	TOTAL FOR COLUMN 9C	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	6,336	0	384	42	6,762
4	6,455	0	399	50	6,904
5	6,683	0	398	52	7,133
6	6,565	0	351	97	7,013
7	6,586	0	378	165	7,129
8	6,618	0	399	116	7,133
HIGH SCHOOL: 10	5,551	0	338	152	6,041

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints

(1) Signed, written complaints total	85
(1.1) Complaints with reports issued	60
(a) Reports with findings	37
(b) Reports within timeline	58
(c) Reports within extended timelines	2
(1.2) Complaints withdrawn or dismissed	25
(1.3) Complaints pending	0
(a) Complaints pending a due process hearing	0

SECTION B: Mediation requests

(2) Mediation requests total	26
(2.1) Mediations	13
(a) Mediations related to due process	13
(i) Mediation agreements	12
(b) Mediations not related to due process	0
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	13

SECTION C: Hearing requests

(3) Hearing requests total	30
(3.1) Resolution sessions	20
(a) Settlement agreements	19
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline	0
(b) Decisions within extended timeline	1
(3.3) Resolved without a hearing	29

SECTION D: Expedited hearing requests (related to disciplinary decision)

(4) Expedited hearing requests total	0
(4.1) Resolution sessions	NA
(a) Settlement agreements	NA
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Part C Annual Performance Report for FFY 2005**Overview of the Annual Performance Report (APR) for 2005-2006**

The Oklahoma Early Intervention Program (SoonerStart) developed the Annual Performance Report (APR) in accordance with the detailed procedures prescribed by the Secretary of the United States Department of Education (USDE). SoonerStart incorporated input from the Individuals with Disabilities Education Act (IDEA) Part C Interagency Coordinating Council (ICC) which met on February 15, 2006, September 9, 2006, and December 13, 2006. Several stakeholder groups have met to discuss the SPP/APR including: (a) ICC Program Evaluation (February 8, 2006, March 1, 2006, and April 5, 2006); (b) Infant Mental Health task-group (March 24, 2006), (c) Quality Assurance (QA) Stakeholders (October 3, 2006); Early Childhood Outcomes Stakeholders (May, 2006); and the SPP/APR Stakeholders (January 10, 2007). In addition, the following groups assisted in the development of and will participate in improvement activities, timelines, and resources associated with the APR:

- IDEA Part C Quality Assurance Stakeholder Group;
- IDEA Part C SPP/APR Stakeholders;
- Interagency Coordinating Council (ICC);
- ICC Program Evaluation Committee;
- ICC Policy and Funding Committee;
- ICC Leadership and Personnel Development Committee;
- Low Incident / Autism Committee;
- Assistive Technology Committee;
- Infant Mental Health Committee;
- Alternate Dispute Resolution Center (ADRC);
- Early Childhood Outcomes (ECO) Center;
- Southeast Regional Resource Center (SERRC);
- National Early Childhood Technical Assistance Center (NECTAC);
- National Center for Special Education Accountability and Monitoring (NCSEAM);
- Oklahoma Family Network;
- Oklahoma Parent Training Center;
- Oklahoma State Department of Education – Early Childhood Education;
- Oklahoma Assistive Technology Center (OATC);
- Oklahoma State University – Assisting Brighter Living with Enabling Technology (OSU-ABLE Tech);
- University of Oklahoma Health Science Center (OUHSC) – Tolbert Center for Developmental Disabilities;
- University of Oklahoma Health Science Center (OUHSC) – Child Study Center;
- Oklahoma Commission on Children and Youth (OCCY);
- Oklahoma State Department of Human Services (OKDHS);
- Oklahoma State Department of Health (OSDH); and
- Westat.

SoonerStart will make available and report statewide data to the public regarding progress and/or slippage in meeting the measurable and rigorous targets identified in the APR. In addition the state will report disaggregated data based on the performance of each SoonerStart site on the targets in the APR. SoonerStart will deliver the APR to all SoonerStart sites, the ICC, and the SPP/APR Stakeholder group. The APR will be posted on the Oklahoma State Department of Education (OSDE), Special Education Services (SES), website at <www.sde.state.ok.us> for public viewing and will be shared at open public meetings, such as the ICC Meeting.

Input from the ICC, a broad group of stakeholders, and other interested parties was used for each of the 14 indicators in the APR. These groups will serve as the resources used for the improvement activities for each of the 14 indicators. Each of the 14 indicators will be reported to the public through electronic delivery, the OSDE-SES website, and open public meetings.

Monitoring Priority: Timely Services

Indicator 1 - Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.

Measurement:

Percent = # of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner divided by the total # of infants and toddlers with IFSPs times 100.
Account for untimely receipt of services.

Measurable and Rigorous Target:

In FFY 2005, 100.00% of infants and toddlers with IFSPs will receive the early intervention services on their IFSP within 15 days from the date of parent consent for services (i.e., the date on the initial IFSP).

Actual Target Data for FFY 2005:

In FFY 2005, 446 of 461 (96.74%) of records indicated that SoonerStart services were provided within 15 days from the date of parent consent for services (i.e., the date on the initial IFSP).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

It is important to note that in FFY 2005, 114 of the records reviewed documented delays that were due to family circumstances. That is, only 15 of the 461 (3.26%) records reviewed were noncompliant for other reasons. Oklahoma data reflected slippage from FFY 2004. Records found in noncompliance either lacked sufficient documentation to demonstrate the reason for the delay or documented that services were delayed due to challenges finding the specific service provider specified by the IFSP team. Each team found in noncompliance developed corrective action plans to address their specific team needs. The SoonerStart Quality Assurance (QA) team will continue to provide oversight and technical assistance to help these team reach 100.00% compliance within one year. For FFY 2005, SoonerStart also completed the following improvement activities proposed in the SPP:

- 1) SoonerStart continued to add edit checks and reports to the online system used by SoonerStart personnel. These additional checks and reports aid staff with scheduling by creating target dates for each report required to be submitted by personnel (e.g., IFSPs).
- 2) SoonerStart utilized monitoring data collected from all 26 early intervention sites. Teams that scored less than 100.00% provided SoonerStart corrective action plans. These corrective action plans included activities such as requests for additional technical assistance regarding timeliness of IFSP services. As a result, SoonerStart

provided technical assistance and training opportunities to staff. Team leader training was provided to all sites quarterly, using both onsite and video conferencing methodologies. In addition, five onsite technical assistance trainings were provided to local SoonerStart teams.

- 3) SoonerStart revised the IFSP form used statewide. The revised form allows for easier documentation/tracking of services provided and dates/timelines. SoonerStart provided training on the new form to each of the 26 SoonerStart sites.
- 4) SoonerStart completed the Part C Family Survey and the QA Monitoring Report that included data from all 26 SoonerStart sites. The Family Survey and the QA Monitoring Report include information regarding the timeliness of services provided to families following an initial IFSP. Results from the Family Survey and the QA Report were provided to each SoonerStart site, the ICC, and posted on the OSDE-SES website.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*.

None

Part C Annual Performance Report for FFY 2005**Overview of the Annual Performance Report (APR) for 2005-2006**

See indicator 1.

Monitoring Priority: Natural Environments

Indicator 2 - Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children.

Measurement:

Percent = # of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children divided by the total # of infants and toddlers with IFSPs times 100.

Measurable and Rigorous Target:

In FFY 2005, 95.81% of infants and toddlers with IFSPs will receive early intervention services in the home or in programs for typically developing children.

Actual Target Data for FFY 2005:

In FFY 2005, 2,882 of 3,017 (95.52%) infants and toddlers with IFSPs received early intervention services in the home or in programs for typically developing children.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Although SoonerStart did not meet the FFY 2005 target for the provision of Part C services in natural environments, (by 0.31%), 95.52% of infants and toddlers with IFSPs received early intervention services in the home or in programs for typically developing children. It is important to note, however, that IDEA provides flexibility for services needed in other settings due to children's and families' needs. SoonerStart is committed to providing exceptional services to children and families in their natural environments. Team leader training and other training opportunities offered through the Statewide Training and Regional Support (STARS) continue to emphasize the need to reach children and families in natural environments. All new SoonerStart staff and contract providers receive training on the provision of services in natural environments and programs that are designed to serve typically developing children. For FFY 2005, SoonerStart also completed the following improvement activities proposed in the SPP:

- 1) SoonerStart utilized monitoring data collected from all 26 early intervention sites. As a result, SoonerStart provided technical assistance and training opportunities to staff regarding services to families in natural environments. Team leader training was provided to all sites quarterly, using both onsite and video conferencing methodologies. In addition, five onsite technical assistance trainings were provided to local SoonerStart teams.
- 2) SoonerStart revised the IFSP form used statewide. The revised form provides better explanations of natural environments (with more detailed explanations required when services cannot be provided in natural environments). SoonerStart provided training on the new form to each of the 26 SoonerStart sites.

- 3) SoonerStart completed the Part C Family Survey and the QA Monitoring Report that included data from all 26 SoonerStart sites. The Family Survey and the QA Monitoring Report include information regarding services provided to families in natural environments. Results from the Family Survey and the QA Report were provided to each SoonerStart site, the ICC, and posted on the OSDE-SES website.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*.

Baseline data has been modified to combine services provided in the home and other settings for typically developing children. Based on these revisions and recommendations from the OSEP, targets have been modified. These targets were set based on the high number of children currently being served in these settings.

Part C Annual Performance Report for FFY 2005

Overview of the Annual Performance Report (APR) for 2005-2006

See indicator 1.

<p>Monitoring Priority: Child Outcomes</p>

Indicator 3 - Percent of infants and toddlers with IFSPs who demonstrate improved:

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

<p>Measurement:</p>

A. Positive social-emotional skills (including social relationships):

- a. Percent of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers = # of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers divided by # of infants and toddlers with IFSPs assessed times 100.
- b. Percent of infants and toddlers who improve functioning = # of infants and toddlers who improved functioning divided by # of infants and toddlers with IFSPs assessed times 100.
- c. Percent of infants and toddlers who did not improve functioning = # of infants and toddlers who did not improve functioning divided by # of infants and toddlers with IFSPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication):

- a. Percent of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers = # of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers divided by # of infants and toddlers with IFSPs assessed times 100.
- b. Percent of infants and toddlers who improved functioning = # of infants and toddlers who improved functioning divided by # of infants and toddlers with IFSPs assessed times 100.
- c. Percent of infants and toddlers who did not improve functioning = # of infants and toddlers who did not improve functioning divided by # of infants and toddlers with IFSPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers = # of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers divided by # of infants and toddlers with IFSPs assessed times 100.
- b. Percent of infants and toddlers who improved functioning = # of infants and toddlers who improved functioning divided by # of infants and toddlers with IFSPs assessed times 100.
- c. Percent of infants and toddlers who did not improve functioning = # of infants and toddlers who did not improve functioning divided by # of infants and toddlers with IFSPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

Measurable and Rigorous Target:

- A. Because this is a new indicator, targets for FFY 2005 are not applicable.
- B. Because this is a new indicator, targets for FFY 2005 are not applicable.
- C. Because this is a new indicator, targets for FFY 2005 are not applicable.

Actual Target Data for FFY 2005:

- A. Because this is a new indicator, baseline data (the percent of infants and toddlers with disabilities at levels comparable to same age peers) for positive social emotional skills (including social relationships) for FFY 2005 may be located in the *Oklahoma State Performance Plan (SPP; 2005)*.
- B. Because this is a new indicator, baseline data (the percent of infants and toddlers with disabilities at levels comparable to same age peers) for acquisition and use of knowledge and skills (including early language/communication) for FFY 2005 may be located in the *Oklahoma State Performance Plan (SPP; 2005)*.
- C. Because this is a new indicator, baseline data (the percent of infants and toddlers with disabilities at levels comparable to same age peers for use of appropriate behaviors to meet their needs for FFY 2005 may be located in the *Oklahoma State Performance Plan (SPP; 2005)*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Because this is a new indicator, no progress or slippage has occurred. Improvement activities proposed may be located in the *Oklahoma State Performance Plan (SPP; 2005)*.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*.

The measurement for the percent of infants and toddlers with IFSPs who demonstrate improved a) positive social-emotional skills (including social relationships; b) acquisition and use of knowledge and skills (including early/language communication); and c) use of appropriate behaviors to meet their needs has been changed to reflect recent modification to the directions disseminated by the Office of Special Education Programs (OSEP). In addition, the pilot plan originally proposed has been replaced with a description of how SoonerStart will collect early childhood outcome information from all infants and toddlers with Individualized Family Service Plans (IFSPs) Baseline data for the percent of children functioning at a level comparable to same-aged peers in a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including early/language communication); and c) use of appropriate behaviors to meet their needs have been added. Finally, improvement activities, timelines, and resources have been added.

Part C Annual Performance Report for FFY 2005

Overview of the Annual Performance Report (APR) for 2005-2006

See indicator 1.

Monitoring Priority: Family Outcomes

Indicator 4 - Percent of families participating in Part C who report that early intervention services have helped the family:

- A. Know their rights;
- B. Effectively communicate their children's needs; and
- C. Help their children develop and learn.

Measurement:

- | |
|--|
| <ul style="list-style-type: none"> A. Percent = # of respondent families participating in Part C who report that early intervention services have helped the family know their rights divided by the # of respondent families participating in Part C times 100. B. Percent = # of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs divided by the # of respondent families participating in Part C times 100. C. Percent = # of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn divided by the # of respondent families participating in Part C times 100. |
|--|

Measurable and Rigorous Target:

- A. Because this is a new indicator, targets for FFY 2005 are not applicable.
- B. Because this is a new indicator, targets for FFY 2005 are not applicable.
- C. Because this is a new indicator, targets for FFY 2005 are not applicable.

Actual Target Data for FFY 2005:

- A. Because this is a new indicator, baseline data (the percent of parents with a child receiving SoonerStart Early Intervention services who reported that they understand their rights) for FFY 2005 may be located in the *Oklahoma State Performance Plan (SPP; 2005)*.
- B. Because this is a new indicator, baseline data (the percent of parents with a child receiving SoonerStart Early Intervention services who reported that they effectively communicate their child's needs) for FFY 2005 may be located in the *Oklahoma State Performance Plan (SPP; 2005)*.
- C. Because this is a new indicator, baseline data (the percent of parents with a child receiving SoonerStart Early Intervention services who reported that the program helped their children develop and learn) for FFY 2005 may be located in the *Oklahoma State Performance Plan (SPP; 2005)*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Because this is a new indicator, no progress or slippage has occurred. Improvement activities proposed may be located in the *Oklahoma State Performance Plan (SPP; 2005)*.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (2005)*.

SoonerStart chose to continue to use a stratified random sample to gather data for this indicator for FFY 2005. The sampling plan originally submitted to the OSEP has been updated to better demonstrate the methods that SoonerStart used to select records, the procedures used to contact parents, and the methodology used to analyze the data. However, it should be noted that this revised sampling plan has not been approved by OSEP prior to SoonerStart's submission of the APR.

Based on recommendations from SoonerStart's SPP/APR stakeholders, sampling will not be used to report to OSEP regarding Family Outcomes for FFY 2006. SoonerStart will collect information regarding parent involvement by surveying all parents of infants and toddlers receiving SoonerStart services. For FFY 2006, each SoonerStart site will receive copies of the parent survey developed by the National Center for Special Education Accountability Monitoring (NCSEAM) as well as business reply envelopes to return the surveys to SoonerStart personnel at the Oklahoma State Department of Education (OSDE), Special Education Services (SES), based on their December 1, 2006, child counts. SoonerStart sites will be given instructions to disseminate the surveys and envelopes to all parents of infants and toddlers served by the site. Spanish, Vietnamese, and large print versions of the survey will also be available upon request. Beginning in FFY 2007, SoonerStart will require each site to provide parents with a copy of the parent survey and a business reply envelope at each annual Individualized Family Service Plan (IFSP) meeting.

Part C Annual Performance Report for FFY 2005

Overview of the Annual Performance Report (APR) for 2005-2006

See indicator 1.

Monitoring Priority: Child Find (Birth to One)

Indicator 5 - Percent of infants and toddlers birth to 1 with IFSPs compared to:

- A. Other States with similar eligibility definitions; and
- B. National data.

Measurement:

- | |
|--|
| <ul style="list-style-type: none"> A. Percent = # of infants and toddlers birth to 1 with IFSPs divided by the population of infants and toddlers birth to 1 times 100 compared to the same percent calculated for other States with similar (narrow, moderate or broad) eligibility definitions. B. Percent = # of infants and toddlers birth to 1 with IFSPs divided by the population of infants and toddlers birth to 1 times 100 compared to National data. |
|--|

Measurable and Rigorous Target:

- A. In FFY 2005, 1.23% of infants (0-1) with IFSPs will receive early intervention services.
- B. In FFY 2005, 1.23% of infants (0-1) with IFSPs will receive early intervention services.

Actual Target Data for FFY 2005:

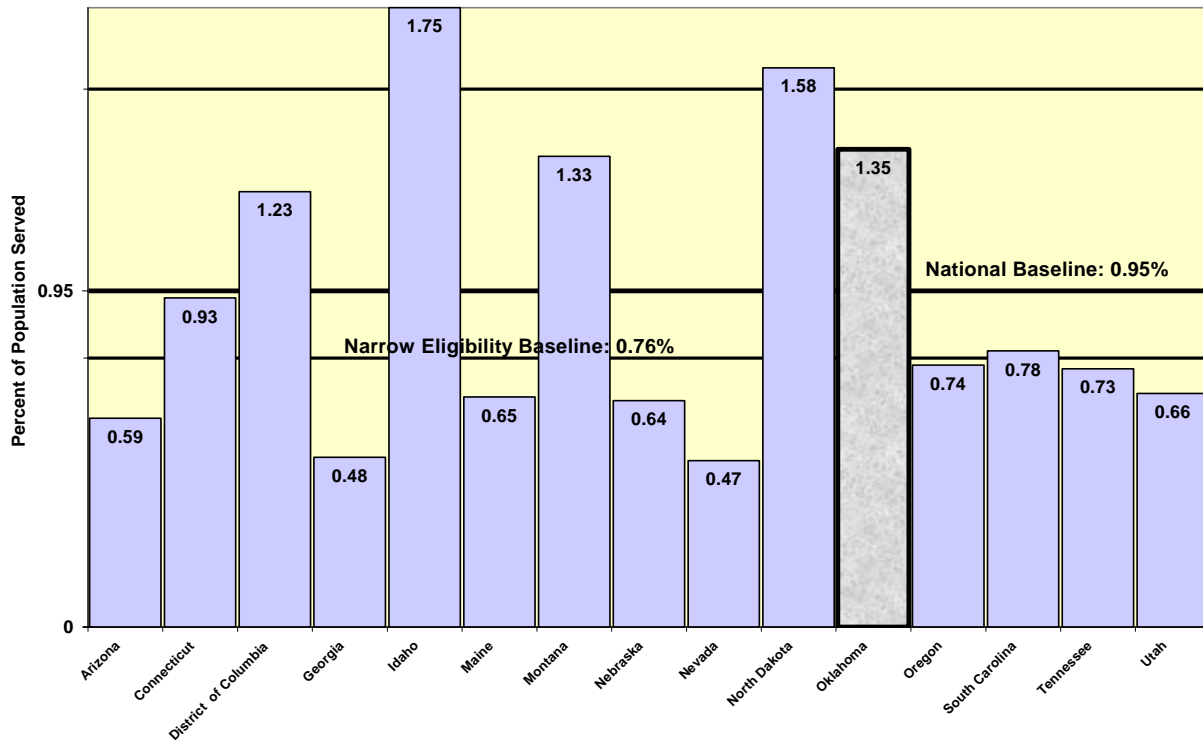
- A. In FFY 2005, states with similar IDEA Part C (narrow) eligibility definitions (i.e., Alaska, North Dakota, Montana, Missouri, Arizona, District of Columbia, and Nevada) served an average of 0.76% of the population birth to 1. Oklahoma served 686 of 50,713 (1.35%) of this population.

Sources: U.S. Department of Education (USDE), Office of Special Education Programs (OSEP), Data Analysis System (DANS), *Report of Infants and Toddlers Receiving Early Intervention Services in Accordance With Part C 2005*. Percent of the population = Number of infants under 1 year of age receiving early intervention services divided by the population under 1 year of age multiplied by 100.

- B. In FFY 2005, the national average for percent of the population birth to 1 receiving services in the IDEA Part C early intervention program was 0.95%. In FFY 2005, Oklahoma served 686 of 50,713 (1.35%) of this population.

Sources: U.S. Department of Education (USDE), Office of Special Education Programs (OSEP), Data Analysis System (DANS), *Report of Infants and Toddlers Receiving Early Intervention Services in Accordance With Part C 2005*. Percent of the population = Number of infants and toddlers ages birth through 2 population multiplied by 100.

Indicator 5: Comparison with Other States Using Narrow Eligibility Criteria
 Infants and Toddlers Birth to 1 (2005)



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

For FFY 2005, SoonerStart exceeded the target for serving infants birth to 1. SoonerStart attributes this success to strong partnerships with State agencies, customized, data-driven public awareness plans, efforts to maintain quality public awareness documents, and education activities focused on the medical community. For FFY 2005, SoonerStart also completed the following improvement activities proposed in the SPP:

- 1) The SoonerStart Family Service Coordinator provided on-site training and technical assistance to all hospitals with Neonatal Intensive Care Units (NICUs). The Family Service Coordinator also partnered with the Oklahoma Family Network (OFN) to provide training and technical assistance to over 350 new and existing parent mentors.
- 2) The SoonerStart Public Awareness Committee collaborated monthly to develop recommendations to the OSDE-SES and the SoonerStart partner agencies to promote early identification and referrals. For example, as a result of this collaboration, SoonerStart created a “Born to Learn” initiative which promoted awareness of services to all children birth to 1.
- 3) Each SoonerStart site completed a data-driven, public awareness plan. These plans document activities specifically designed to promote early identification and referral of children birth to age 1. For example, as a result of these plans, SoonerStart developed stronger partnerships with hospitals and other medical centers (e.g., tribal medical clinics) to provide information to families discharged from their care.

- 4) Each SoonerStart site partnered with local Department of Human Services (DHS) offices to ensure that all children with substantiated cases of abuse and/or neglect (including drug exposure) were referred to the SoonerStart program.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*.

None

Part C Annual Performance Report for FFY 2005

Overview of the Annual Performance Report (APR) for 2005-2006

See indicator 1.

Monitoring Priority: Child Find (Birth to 3)

Indicator 6 - Percent of infants and toddlers birth to 3 with IFSPs compared to:

- A. Other States with similar eligibility definitions; and
- B. National data.

Measurement:

- | |
|--|
| <ul style="list-style-type: none"> A. Percent = # of infants and toddlers birth to 3 with IFSPs divided by the population of infants and toddlers birth to 3 times 100 compared to the same percent calculated for other States with similar (narrow, moderate or broad) eligibility definitions. B. Percent = # of infants and toddlers birth to 3 with IFSPs divided by the population of infants and toddlers birth to 3 times 100 compared to National data. |
|--|

Measurable and Rigorous Target:

- A. In FFY 2005, 2.05% of infants and toddlers (0-3) will receive early intervention services.
- B. In FFY 2005, 2.05% of infants and toddlers (0-3) will receive early intervention services.

Actual Target Data for FFY 2005:

- A. In FFY 2005, states with similar IDEA Part C (narrow) eligibility definitions (Alaska, North Dakota, Montana, Missouri, Arizona, District of Columbia, and Nevada) served an average of 2.04% of the population birth to 3. Oklahoma served 3,017 of 148,586 (2.03%) of this population.

Sources: U.S. Department of Education (USDE), Office of Special Education Programs (OSEP), Data Analysis System (DANS), *Report of Infants and Toddlers Receiving Early Intervention Services in Accordance With Part C 2005*. Percent of the population = Number of infants under 1 year of age receiving early intervention services divided by the population under 1 year of age multiplied by 100.

- B. In FFY 2005, the national average for percent of the population birth to 3 receiving services in the IDEA Part C early intervention program was 2.34%. In FFY 2005, Oklahoma served 2.03% of this population.

Sources: U.S. Department of Education (USDE), Office of Special Education Programs (OSEP), Data Analysis System (DANS), *Report of Infants and Toddlers Receiving Early Intervention Services in Accordance With Part C 2005*. Percent of the population = Number of infants and toddlers ages birth through 2 population multiplied by 100.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

For FFY 2005, SoonerStart exceeded the target for serving infants birth to 3. SoonerStart attributes the success to strong partnerships with State agencies, customized, data-driven public awareness plans, efforts to maintain quality public awareness documents, and education activities focused on the medical community. For FFY 2005, SoonerStart also completed the following improvement activities proposed in the SPP:

- 1) The SoonerStart Family Service Coordinator provided on-site training and technical assistance to all hospitals with Neonatal Intensive Care Units (NICUs). The Family Service Coordinator also partnered with the Oklahoma Family Network (OFN) to provide training and technical assistance to over 350 new and existing parent mentors.
- 2) The SoonerStart Public Awareness Committee collaborated monthly to develop recommendations to the OSDE-SES and the SoonerStart partner agencies to promote early identification and referrals. For example, as a result of this collaboration, SoonerStart created a “Born to Learn” initiative which promoted awareness of services to all children birth to 1.
- 3) Each SoonerStart site completed a data-driven, public awareness plan. These plans document activities specifically designed to promote early identification and referral of children birth to age 1. For example, as a result of these plans, SoonerStart developed stronger partnerships with hospitals and other medical centers (e.g., tribal medical clinics) to provide information to families discharged from their care.
- 4) Each SoonerStart site partnered with local Department of Human Services (DHS) offices to ensure that all children with substantiated cases of abuse and/or neglect (including drug exposure) were referred to the SoonerStart program.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*.

None

Part C Annual Performance Report for FFY 2005

Overview of the Annual Performance Report (APR) for 2005-2006

See indicator 1.

Monitoring Priority: 45 Day Timeline

Indicator 7: Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted with Part C's 45-day timeline.

Measurement:

Percent = # of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline divided by # of eligible infants and toddlers evaluated and assessed times 100.

Account for untimely evaluations.

Measurable and Rigorous Target:

In FFY 2005, 100.00% of eligible infants and toddlers with IFSPs will have an evaluation, assessment, and initial IFSP meeting within Part C's 45-day timeline.

Actual Target Data for FFY 2005:

In FFY 2005, 537 of 555 records reviewed (96.75%) of eligible infants and toddlers with IFSPs had an evaluation, assessment, and initial IFSP meeting conducted within Part C's 45-day timeline.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

It is important to note that in FFY 2005, 89 of the records reviewed documented that the delays were due to family circumstances. That is, only 18 of the 555 (3.25%) records reviewed for noncompliant for other reasons. Among other steps to correct the remaining noncompliance, SoonerStart also completed the following improvement activities proposed in the SPP in FFY 2005:

- 1) SoonerStart continued to add edit checks and reports to the online system used by SoonerStart personnel. These additional checks and reports aid staff with scheduling by creating target dates for each report required to be submitted by personnel (e.g., Part C's 45-day timeline).
- 2) SoonerStart utilized monitoring data collected from all 26 early intervention sites. Teams that scored less than 100.00% provided SoonerStart corrective action plans. These corrective action plans included activities such as requests for additional technical assistance regarding timeliness of IFSP services. As a result, SoonerStart provided technical assistance and training opportunities to staff regarding the 45-day timeline. Team leader training was provided to all sites quarterly, using both onsite and video conferencing methodologies. In addition, five onsite technical assistance trainings were provided to local SoonerStart teams.
- 3) SoonerStart revised the IFSP form used statewide. The revised form allows for easier documentation/tracking of services provided and dates/timelines. SoonerStart also revised the process for chart reviews at the local level (providing sites with a modified document for a individual record review). SoonerStart provided training on the new forms to each of the 26 SoonerStart sites.

- 4) SoonerStart completed the Part C Family Survey and the QA Monitoring Report that included data from all 26 SoonerStart sites. The Family Survey and the QA Monitoring Report include information regarding the timeliness of services provided to families following an initial IFSP. Results from the Family Survey and the QA Report were provided to each SoonerStart site, the ICC, and posted on the OSDE-SES website.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*.

All baseline data has been change to include all 26 SoonerStart sites.

Part C Annual Performance Report for FFY 2005

Overview of the Annual Performance Report (APR) for 2005-2006

See indicator 1.

<p>Monitoring Priority: Transition</p>

Indicator 8 - Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:

- A. IFSPs with transition steps and services
- B. Notification to LEA, if child potentially eligible for Part B; and
- C. Transition conference, if child potentially eligible for Part B.

<p>Measurement:</p>

- | |
|--|
| <ul style="list-style-type: none"> A. Percent = # of children exiting Part C who have an IFSP with transition steps and services divided by # of children exiting Part C times 100. B. Percent = # of children exiting Part C and potentially eligible for Part B where notification to the LEA occurred divided by the # of children exiting Part C who were potentially eligible for Part B times 100. C. Percent = # of children exiting Part C and potentially eligible for Part B where the transition conference occurred divided by the # of children exiting Part C who were potentially eligible for Part B times 100. |
|--|

Measurable and Rigorous Targets:

- A. In FFY 2005, 100.00% of all children exiting Part C will receive timely transition planning to support their transitions to preschool and other appropriate community services by their third birthdays, including IFSPs with transition steps and services.
- B. In FFY 2005, 100.00% of all children exiting Part C will receive timely transition planning to support their transitions to preschool and other appropriate community services by their third birthdays, including notification to the LEA, if they are potentially eligible for IDEA Part B services.
- C. In FFY 2005, 100.00% of all children exiting Part C will receive timely transition planning to support their transitions to preschool and other appropriate community services by their third birthdays, including a transition conference, if they are potentially eligible for IDEA Part B services.

Actual Target Data for FFY 2005:

- A. In FFY 2005, 224 of 229 (97.82%) children exiting Part C received timely transition planning to support their transitions to preschool and other appropriate community services by their third birthdays, including IFSPs with transition steps and services.
- B. In FFY 2005, 171 of 171 (100.00%) children exiting Part C received timely transition planning to support their transitions to preschool and other appropriate community services by their third birthdays including notification to the LEA, if they were potentially eligible for IDEA Part B services.
- C. In FFY 2005, 170 of 171 (99.42%) children exiting Part C received timely transition planning to support their transitions to preschool and other appropriate community services by their third birthdays including transition conference, if they were potentially eligible for IDEA Part B services.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

SoonerStart did not allow for exceptional family circumstances when monitoring this indicator. In addition, to address the noncompliance identified, SoonerStart also completed the following improvement activities proposed in the SPP in FFY 2005:

1. SoonerStart utilized monitoring data collected from all 26 early intervention sites. Teams that scored less than 100.00% provided SoonerStart corrective action plans. These corrective action plans included activities such as requests for additional technical assistance regarding timeliness of IFSP services. As a result, SoonerStart provided technical assistance and training opportunities to staff regarding methods to eliminate transition data entry errors, methods to document timely transition planning activities, and effective coordination of transition planning conferences. Team leader training was provided to all sites quarterly, using both onsite and video conferencing methodologies. In addition, five onsite technical assistance trainings were provided to local SoonerStart teams.
2. SoonerStart modified the monitoring process to reflect the priority areas indicated in the *Oklahoma State Performance Plan (SPP; 2005)*. These new procedures include the measurements and definitions provided by the OSEP.
3. SoonerStart revised, printed, and distributed the *Transition at Age Three: Steps for Success* transition guide to all SoonerStart sites. In addition, copies of the guide were disseminated to all families at the initiation of transition planning. The guide includes examples of transition services, timelines for transition planning, procedural safeguards regarding transition, Part B contact information and strategies, and other useful transition information.
4. SoonerStart staff collaborated with Part B personnel to provide training to Local Educational Agencies (LEAs) and Part C staff regarding smooth transitions from Part C to Part B. Trainings included examples of effective collaboration between Part C and Part B, as well as strategies for including local communities (e.g., preschool programs, Head Start, and other preschool options).

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*.

All baseline data has been change to include data for all 26 SoonerStart sites.

Part C Annual Performance Report for FFY 2005

Overview of the Annual Performance Report (APR) for 2005-2006

See indicator 1.

Monitoring Priority: General Supervision

Indicator 9 - General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

Measurement:
 Percent of noncompliance corrected within one year of identification:
 a. # of findings of noncompliance.
 b. # of corrections completed as soon as possible but in no case later than one year from identification.
 Percent = **b** divided by **a** times 100

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Measurable and Rigorous Targets:

In FFY 2005, 100.00% of noncompliance identified will be corrected within one year of identification.

Actual Target Data for FFY 2005:

In FFY 2005, 93 of 97 findings (95.88%) of noncompliance identified in FFY 2004 were corrected within one year of identification. In addition, each of the nine findings of noncompliance identified in FFY 2003 that were not corrected within one year of identification (FFY 2004) were corrected in FFY 2005.

Indicator	Monitoring Priority Areas		
	Number with Findings	Number Corrected within 1 Year	Percent Corrected within 1 Year
1. Timely Services	15	15	100.00%
2. Natural Environments	13	13	100.00%
3. Child Outcomes	0	0	N/A
4. Family Outcomes	0	0	N/A
5. Child Find (Birth to 1)	2	2	100.00%
6. Child Find (Birth to 3)	1	1	100.00%
7. 45-Day Timeline	18	18	100.00%
8. Transition	6	5	83.33%

Other (includes other state-defined timelines and personnel)

42

39

92.86%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2005:

In FFY 2005, all local SoonerStart sites completed a desk review using indicators and benchmarks to determine compliance. After all 26 Quality Assurance (QA) desk reviews were completed, the information was compiled into a state report. This report contained information regarding each local SoonerStart team's level of compliance. A summary of the state's results was given to the SoonerStart Stakeholder Committee, the ICC, partner agencies, the ICC Policy and Funding Committee, and the ICC Program Evaluation Committee for analysis. In addition, the SoonerStart Quality Assurance (QA) Stakeholders chose the 45-day timeline and transition services as Focused Monitoring priority areas. Four sites were selected for Focused Monitoring based on data gathered from their FFY 2004 self-assessments. All four sites were found to be compliant regarding the 45-day timeline. However, one of the sites was found in noncompliance regarding transition services. This team has been provided additional technical assistance from state level staff to ensure compliance in a timely manner. SoonerStart is confident that with the addition of Focused Monitoring (which includes more specific and targeted technical assistance regarding the noncompliant areas), all identified noncompliance will be corrected within one year of identification for FFY 2006. Among other steps to correct the remaining noncompliance, SoonerStart also completed the following improvement activities proposed in the SPP in FFY 2005:

1. SoonerStart collaborated with Part B staff regarding the tracking of corrections of identified noncompliance. Through this collaboration, SoonerStart will develop new internal procedures and timelines to track corrected noncompliance. In addition, SoonerStart sites will be given shorter timelines to provide documentation of the corrections.
2. The SoonerStart partner agencies completed a review and refinement of the SoonerStart local self-assessment monitoring process, including mechanisms, effective use of technology, structure for efficiently applying enforcement actions, positive recognition and incentives, technical assistance, training, utilizing interagency coordinated data, and obtaining parent input linked to identified systemic issues.
3. The SoonerStart QA Team, in collaboration with the QA Stakeholders, reviewed the annual self-assessment reports, ranked the sites according to percent compliance and identified the SoonerStart sites that will receive compliance, verification, and focus monitoring visits, as well as additional technical assistance. In addition, the SoonerStart QA Stakeholder Committee reviewed the SoonerStart QA Report and recommended key program indicators and focus monitoring activities for FFY 2006.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*.

All baseline data has been changed to include data for all 26 SoonerStart sites.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the Oklahoma State Performance Plan (SPP; 2005).

Part C Annual Performance Report for FFY 2005

Overview of the Annual Performance Report (APR) for 2005-2006

See indicator 1.

Monitoring Priority: Formal Complaints

Indicator 10: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Measurement:

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Measurable and Rigorous Target:

For FFY 2005, 100.00% of signed written complaints with reports issued will be resolved within a 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Actual Target Data for FFY 2005:

For FFY 2005, 0 of 0 signed written complaints with reports issued were resolved within 60 days.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

In FFY 2005, SoonerStart did not receive any formal written complaints. However, SoonerStart has revised formal written complaint procedures and developed a written complaint management system for filing and resolving specific complaints regarding alleged violations or the requirements under IDEA. This system allows SoonerStart staff at the Oklahoma State Department of Education (OSDE), Special Education Services (SES), to track the timelines of reports issued. SoonerStart also completed the following improvement activities proposed in the SPP in FFY 2005:

- 1) SoonerStart staff at the OSDE-SES revised the *Policies and Procedures for SoonerStart in Oklahoma (1996)*. A draft copy of the revised document was included in Oklahoma's FFY 2005 IDEA Part C Grant Application. It should be noted, however, that the *Policies and Procedures for SoonerStart in Oklahoma (1996)* are currently under revision to incorporate recommendations from a stakeholder committee that has been developed to review dispute resolution procedures, public awareness materials, and other methods to convey the information to parents.
- 2) SoonerStart conducted 304 Family Surveys (selected as a stratified random sample to represent each regional SoonerStart site). The survey included a question to determine if parents understand their rights and protections for infants and toddlers with disabilities (including their rights to file formal written complaints).
- 3) The SoonerStart Family Service Coordinator provided multiple trainings for family members and provided technical assistance to promote awareness of child and family rights under IDEA Part C. SoonerStart staff provided each family receiving Part C services information regarding their rights under IDEA Part C (including their rights to file formal written complaints).

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*.

None

Part C Annual Performance Report for FFY 2005

Overview of the Annual Performance Report (APR) for 2005-2006

See indicator 1.

<p>Monitoring Priority: Due Process Hearing Requests</p>

Indicator 11: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.

<p>Measurement:</p>

<p>Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.</p>
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Measurable and Rigorous Target:

For FFY 2005, 100% of fully adjudicated due process hearing request were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party.

Actual Target Data for FFY 2005:

For FFY 2005, 0 of 0 fully adjudicated due process hearing request were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

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

- 1) SoonerStart staff at the OSDE-SES revised the *Policies and Procedures for SoonerStart in Oklahoma (1996)*. A draft copy of the revised document was included in Oklahoma's FFY 2005 IDEA Part C Grant Application. It should be noted, however, that the *Policies and Procedures for SoonerStart in Oklahoma (1996)* are currently under revision to incorporate recommendations from a stakeholder committee that has been developed to review dispute resolution procedures, public awareness materials, and other methods to convey the information to parents.
- 2) SoonerStart collaborated with the OSU-SERC to establish an advisory panel regarding the due process complaint system. The panel reviewed and updated the due process guidelines that were distributed to hearing and appeal officers, parents, SoonerStart Early Intervention staff, and other interested parties.

- 3) SoonerStart provided training to hearing and appeal officers that emphasized the timeline requirements and acceptable reasons for granting extensions for due process complaints. The training (which was conducted by leading national expert on special education law) also provided information regarding IDEA requirements that often lead to due process hearing request.

- 4) SoonerStart conducted 304 Family Surveys (selected as a stratified random sample to represent each regional SoonerStart site). The survey included a question to determine if parents understand their rights and protections for infants and toddlers with disabilities (including their rights to file due process hearing requests). In addition, the SoonerStart Family Service Coordinator provided multiple trainings for family members and provided technical assistance to promote awareness of child and family rights under IDEA Part C.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*.

None

Part C Annual Performance Report for FFY 2005

Overview of the Annual Performance Report (APR) for 2005-2006

See indicator 1.

<p>Monitoring Priority: Due Process Resolution Sessions</p>
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Indicator 12 - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted).

<p>Measurement:</p>

<p>Percent = 3.1(a) divided by (3.1) times 100.</p>

Measurable and Rigorous Target:

Because this is a new indicator, targets for FFY 2005 are not applicable.

Actual Target Data for FFY 2005:

Because this is a new indicator, baseline data (the percent of request that went to resolution sessions that were resolved through resolution session agreements) for FFY 2005 may be located in the *Oklahoma State Performance Plan (SPP; 2005)*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Because this is a new indicator, no progress or slippage has occurred. Improvement activities proposed may be located in the *Oklahoma State Performance Plan (SPP; 2005)*.

Revisions, with Justification, to Proposed Targets//Improvement Activities/Timelines/Resources for FFY 2005 in the Oklahoma State Performance Plan (SPP; 2005):

Baseline data for the percent of hearing request that went to resolution sessions that were resolved through resolution settlement agreements has been added. In addition, improvement activities, timelines, and resources have been added.

Part C Annual Performance Report for FFY 2005**Overview of the Annual Performance Report (APR) for 2005-2006**

See indicator 1.

Monitoring Priority: Mediation

Indicator 13 - Percent of mediations held that resulted in mediation agreements.

Measurement:

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.

Measurable and Rigorous Target:

For FFY 2005, no targets have been established based on OSEP's recommendation to State (States are not required to establish baseline or targets if the number of mediations is less than 10).

Actual Target Data for FFY 2005:

For FFY 2005, 0 of 0 mediations held resulted in mediation agreements.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

Because SoonerStart has not received any requests for mediation, no improvement activities have been proposed (as part of the *Oklahoma State Performance Plan, 2005*) or completed. In addition, no progress or slippage has occurred.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*.

None

Part C Annual Performance Report for FFY 2005

Overview of the Annual Performance Report (APR) for 2005-2006

See indicator 1.

<p>Monitoring Priority: State Reported Data are Timely and Accurate</p>
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Indicator 14 - State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

<p>Measurement:</p>

State reported data, including 618 data, State performance plan, and annual performance reports, are:

- | |
|---|
| <ul style="list-style-type: none"> a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, settings and November 1 for exiting, personnel, dispute resolution); and b. Accurate (describe mechanisms for ensuring accuracy). |
|---|

Measurable and Rigorous Target:

- A. For FFY 2005, 100.00% of State reported data will be submitted on or before due dates (February 1 for child count, including race and ethnicity, and settings; November 1 for exiting, personnel, dispute resolution, and February 1 for APRs).
- B. For FFY 2005, 100.00% of State reported data will be accurate.

Actual Target Data for FFY 2005:

- A. For FFY 2005, 100.00% of State reported data were submitted on or before due dates.
- B. For FFY 2005, 100.00% of State report data were accurate (i.e., no missing/placeholder data, no major revisions required).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

In FFY 2005, SoonerStart continued to implement strategies for ensuring the timeliness and accuracy of data submissions. SoonerStart added several data checks to the web-based system used by all SoonerStart sites. For FFY 2005, SoonerStart also completed the following improvement activities proposed in the SPP:

- 1) The SoonerStart Data Specialist provided training to all SoonerStart sites. These trainings included screen shots and step-by-step directions to ensure the validity and reliability of the data submitted by the site to the SoonerStart staff at the Oklahoma Department of Education (OSDE), Special Education Services (SES), from each of the 26 SoonerStart sites (and thus, from the OSDE-SES to the OSEP). The SoonerStart Data Specialist also provided on-site technical assistance to any team requesting assistance.
- 2) The SoonerStart Data Specialist reviewed all data to ensure accuracy. Any data that was considered questionable was referred to the SoonerStart Regional Coordinator (i.e., the staff member responsible for the submission) to review and resubmit if needed. Data concerns were also addressed by the SoonerStart Data Specialist at quarterly SoonerStart Regional Coordinator meetings.

- 3) A staff member from the OSDE-SES attended all meetings of the Education Information Management Advisory Consortium (EIMAC). In addition, SoonerStart staff members attended the OSEP/Westat Data Meeting. Attendance at these meetings is crucial to ensure the timeliness and accuracy of data required of SoonerStart sites to be submitted to the OSEP.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2005 in the *Oklahoma State Performance Plan (SPP; 2005)*.

Oklahoma revised targets to reflect appropriate target for timely and accurate data submissions.

Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints

(1) Signed, written complaints total	0
(1.1) Complaints with reports issued	0
(a) Reports with findings	0
(b) Reports within timeline	0
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaints pending a due process hearing	0

SECTION B: Mediation requests

(2) Mediation requests total	0
(2.1) Mediations	0
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	0
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	0

SECTION C: Hearing requests

(3) Hearing requests total	0
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline (45-day timeline)	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	0

**ANNUAL REPORT CERTIFICATION OF THE
INTERAGENCY COORDINATING COUNCIL
UNDER PART C OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**

Under IDEA Section 641(e)(1)(D) and 34 CFR §303.654, the Interagency Coordinating Council (ICC) of each jurisdiction that receives funds under Part C of the IDEA must prepare and submit to the Secretary of the U.S. Department of Education (Department) and to the Governor of its jurisdiction an annual report on the status of the early intervention programs for infants and toddlers with disabilities and their families operated within the State. The ICC may either: (1) prepare and submit its own annual report to the Department and the Governor, or (2) provide this certification with the State lead agency's Annual Performance Report (APR)¹ under Part C of the IDEA. This certification (including the annual report or APR) is due no later than February 1, 2007.

On behalf of the ICC of the State/jurisdiction of Oklahoma, I hereby certify that the ICC is: [please check one]

1. Submitting its own annual report (which is attached); or
2. Using the State's Part C APR for FFY 2005 in lieu of submitting the ICC's own annual report. By completing this certification, the ICC confirms that it has reviewed the State's Part C APR for accuracy and completeness.²

I hereby further confirm that a copy of this Annual Report Certification and the annual report or APR has been provided to our Governor.

Paula Brown
Signature of ICC Chairperson

1/29/07
Date

1601 S. Main
Stillwater, OK 74074
pbrown@ucaphs.com
Address or e-mail

(405) 747-6681
Daytime telephone number

¹ Under IDEA Sections 616(b)(2)(C)(ii)(II) and 642 and under 34 CFR §80.40, the lead agency's APR must report on the State's performance under its State performance plan and contain information about the activities and accomplishments of the grant period for a particular Federal fiscal year (FFY).

² If the ICC is using the State's Part C APR and it disagrees with data or other information presented in the State's Part C APR, the ICC must attach to this certification an explanation of the ICC's disagreement and submit the certification and explanation no later than February 1, 2007.