

Tulsa Public Schools  
Division of Teaching and Learning  
Department of Special Education and Student Services

To: Principals

From: Taylor L. Young, Ph.D.  
Assistant Superintendent for Special Education and Student Services

Date: October 13, 2006

Re: Performance Indicators for Special Education

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As you know, the Oklahoma Department of Education has established performance indicators for special education in compliance with IDEA. At the Charge Session this year, I presented information regarding Indicator Number five for your school and the District as a whole. Performance Indicator Number five (5) deals with the amount of time a student with a disability has access to the regular education environment through participation in the general education curriculum with supports and modifications. For this indicator, the State has established a target which will change each year.

In TPS, we measure the amount of services a student with a disability receives by Program Design. The State will monitor our Program Design one (1) and Program Design three (3) data against the State established target. Program Design one (1) indicates that a student is out of the regular education environment for less than 21% of the day (74 minutes or less per day). Program Design three (3) indicates that a student spends more than 60% (217 minutes or more) of their day in a special education setting receiving specialized instruction.

Enclosed are two charts which indicate our performance in the month of September against the state targets established for Indicator five (5). If your school is at or below the gray bar for the month of September, you did not reach the State target. It is important to note that, as a district, we have increased our percentage in Program Design one (1) from approximately 38% to 45.12%. This is a significant accomplishment.

I have been informed that many schools are submitting amended IEPs which are reflecting a greater number of students being served in Program Design one (1). I am confident that we will increase our movement toward the established target by reviewing each student's progress through the IEP process.

Attachments